

THE STATE OF CANADIAN STUDIES  
IN CANADA'S SCHOOLS

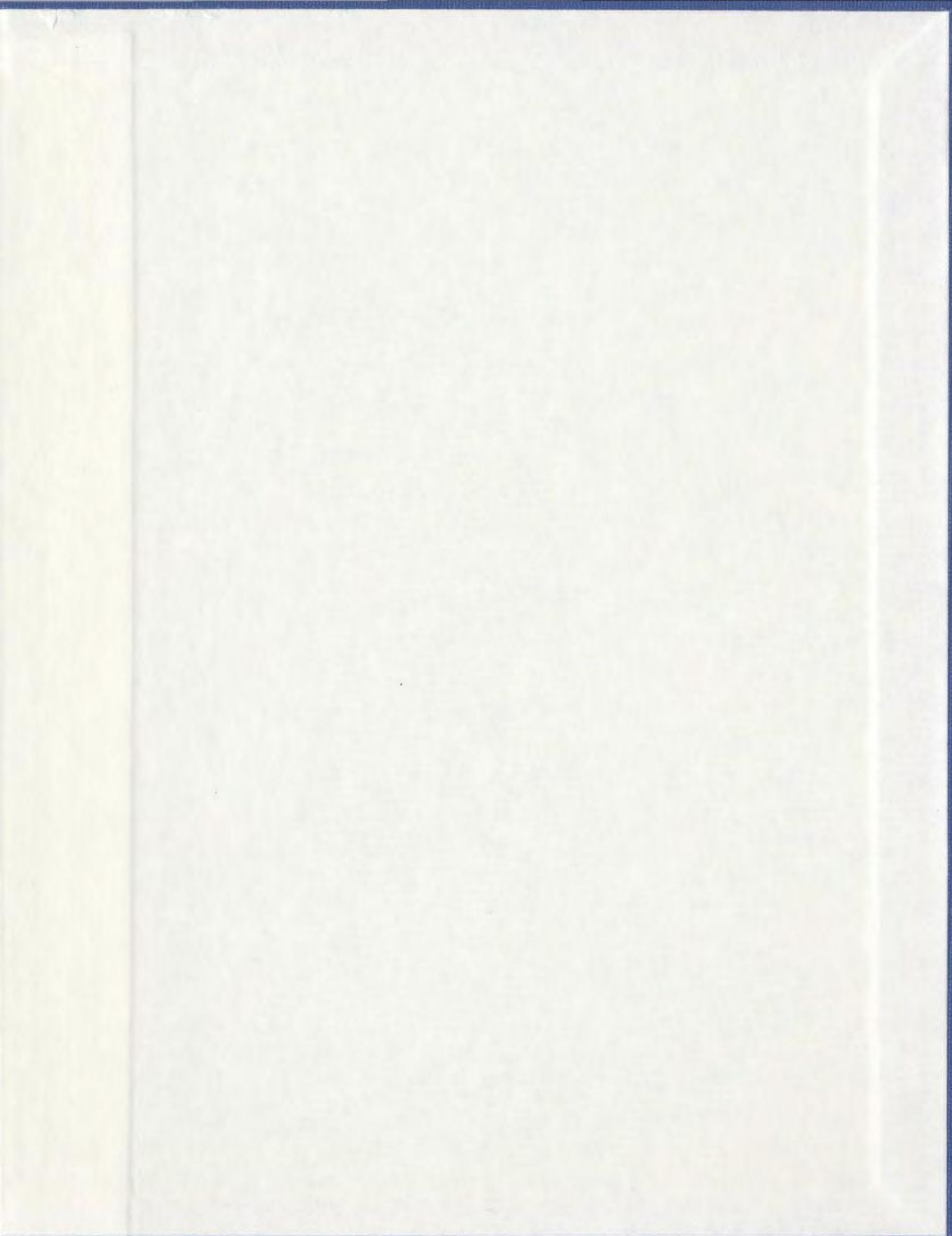
CENTRE FOR NEWFOUNDLAND STUDIES

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**Canada**



*The State of Canadian Studies in Canada's Schools*

by  
Joanne Gibbons

A thesis submitted to the  
School of Graduate Studies  
in partial fulfillment of the  
requirements for the degree of  
Masters of Arts

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### *Abstract*

The main objective of the thesis is to assess the degree to which grades one to twelve students across the country are given the opportunity to study Canada in their social studies courses. Concerns about the sufficiency of Canadian content taught in the schools may be traced back to 1968 when the National History Project released A.B. Hodgetts' study *What Culture? What Heritage?* The study, among other things, outlined the deplorable conditions of civic education in this country and that there was little in the form of Canadian studies offered in the schools. Since Hodgetts' study there has been an unprecedented interest in Canadian studies throughout the 1970s, 1980s, and even in the 1990s. For the most part, research has reinforced Hodgetts' findings.

The thesis does a province-by-province assessment of the current state of Canadian studies across the country. The assessment is divided into three sections- elementary (grades one to six), intermediate (grades seven to nine), and senior high (grades ten to twelve). The provinces and territories are compared and evaluated within each section according to the content focus and quality of their Canadian material. The thesis argues that there are sufficient Canadian studies courses available to students across the country.

The study's province-by-province assessment of the current state of Canadian studies has reached a number of conclusions. First, contrary to the picture painted by national reports, there is a sufficient amount of Canadian studies in elementary and secondary schools across the country. Second, individual provinces differ in the quantity of national content found in their social studies programs. Third, graduation



requirements may hinder students' ability to take Canadian studies courses. Fourth, the large the number of Canadian studies courses offered to students the more in-depth the national content focus. Fifth, the majority of provinces emphasize a strong national identity in their social studies curricula. Sixth, national history is offered to all students across the country.

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## Table of Contents

	Page
Abstract.....	ii
Acknowledgments.....	iv
List of tables.....	ix
Chapter 1 Introduction.....	1
1.1 The Need for Civic Education.....	1
1.2 Civic Education in Canada.....	3
1.3 Civic Education and the Future.....	9
1.4 Definition of Canadian studies.....	12
1.5 Methodology.....	16
Chapter 2 The Alleged Crisis in Canadian Studies.....	20
Chapter 3 Elementary Canadian Studies.....	29
3.1 Elementary Social Studies.....	29
3.1.1 Newfoundland and Labrador.....	34
3.1.2 Nova Scotia.....	36
3.1.3 Prince Edward Island.....	38
3.1.4 New Brunswick.....	39
3.1.5 Quebec.....	40
3.1.6 Ontario.....	42
3.1.7 Manitoba.....	45
3.1.8 Saskatchewan.....	46
3.1.9 Alberta.....	48
3.1.10 British Columbia/Yukon.....	51
3.1.11 Northwest Territories/Nunavut.....	52
3.2 A Provincial Comparison.....	54
3.2.1 Grade One.....	54
3.2.2 Grade Two.....	54
3.2.3 Grade Three.....	55
3.2.4 Grade Four.....	57
3.2.5 Grade Five.....	59
3.2.6 Grade Six.....	60
3.3 An Evaluation of the Elementary Programs.....	62
3.4 Summary.....	65
Chapter 4 Intermediate Canadian Studies.....	67
4.1 Intermediate Social Studies.....	67
4.1.1 Newfoundland and Labrador.....	68

4.1.2 Nova Scotia.....	69
4.1.3 Prince Edward Island.....	70
4.1.4 New Brunswick.....	71
4.1.5 Quebec.....	72
4.1.6 Ontario.....	73
4.1.7 Manitoba.....	76
4.1.8 Saskatchewan.....	77
4.1.9 Alberta.....	77
4.1.10 British Columbia/Yukon.....	79
4.1.11 Northwest Territories/Nunavut.....	80
4.2 A Provincial Comparison.....	80
4.2.1 Grade Seven.....	81
4.2.2 Grade Eight.....	82
4.2.3 Grade Nine.....	83
4.3 An Evaluation of the Intermediate Programs.....	85
4.4 Summary.....	87
 Chapter 5 Senior High Canadian Studies.....	 88
5.1 Senior High Social Studies.....	88
5.1.1 Newfoundland and Labrador.....	89
5.1.1.1 Grade Ten.....	89
5.1.1.2 Grade Eleven.....	90
5.1.1.3 Grade Twelve.....	91
5.1.2 Nova Scotia.....	92
5.1.2.1 Grade Ten.....	92
5.1.2.2 Grade Eleven.....	92
5.1.2.3 Grade Twelve.....	93
5.1.3 Prince Edward Island.....	95
5.1.3.1 Grade Ten.....	95
5.1.3.2 Grade Eleven.....	96
5.1.3.3 Grade Twelve.....	97
5.1.4 New Brunswick.....	98
5.1.4.1 Grade Ten.....	98
5.1.4.2 Grade Eleven.....	98
5.1.4.3 Grade Twelve.....	98
5.1.5 Quebec.....	100
5.1.5.1 Grade Ten.....	100
5.1.5.2 Grade Eleven.....	101
5.1.6 Ontario.....	101
5.1.6.1 Grade Ten.....	101
5.1.6.2 Grade Eleven.....	102
5.1.6.3 Grade Twelve.....	104
5.1.7 Manitoba.....	105
5.1.7.1 Grade Ten.....	105

5.1.7.2 Grade Eleven.....	106
5.1.7.3 Grade Twelve.....	106
5.1.8 Saskatchewan.....	107
5.1.8.1 Grade Ten - Social Organizations.....	107
5.1.8.2 Grade Eleven – World Issues.....	108
5.1.8.3 Grade Twelve – Canadian Studies.....	108
5.1.9 Alberta.....	110
5.1.9.1 Grade Ten.....	110
5.1.9.2 Grade Eleven.....	111
5.1.9.3 Grade Twelve.....	112
5.1.10 British Columbia/Yukon.....	112
5.1.10.1 Grade Ten.....	112
5.1.10.2 Grade Eleven.....	113
5.1.10.3 Grade Twelve.....	113
5.1.11 Northwest Territories/Nunavut.....	114
5.2 A Provincial Comparison.....	114
5.2.1 Grade Ten.....	115
5.2.2 Grade Eleven.....	118
5.2.3 Grade Twelve.....	122
5.3 An Evaluation of the Senior High Programs.....	125
5.4 Summary.....	129
Chapter 6 Conclusions.....	130
6.1 The State of Canadian Studies.....	136
Endnotes.....	140
Bibliography.....	158
Appendix A Provincial Social Studies Curricula.....	166
Table 1A: Newfoundland and Labrador Social Studies Curriculum – 2002.....	167
Table 2A: Nova Scotia Social Studies Curriculum – 2002.....	168
Table 3A: Prince Edward Island Social Studies Curriculum – 2002.....	169
Table 4A: New Brunswick Social Studies Curriculum – 2002.....	170
Table 5A: Quebec Social Studies Curriculum – 2002.....	171
Table 6A: Ontario Social Studies Curriculum – 2002.....	172
Table 7A: Manitoba Social Studies Curriculum – 2002.....	174
Table 8A: Saskatchewan Social Studies Curriculum - 2002.....	175
Table 9A: Alberta Social Studies Curriculum – 2002.....	176
Table 10A: British Columbia/Yukon Social Studies Curriculum – 2002.....	178
Table 11A: Northwest Territories/Nunavut Social Studies Curriculum – 2002...	179
Appendix B Canadian Studies National Content Curricula.....	180
Table 1B: Canadian Studies National Content Curricula – Grades 1-6.....	181

Table 2B: Canadian Studies National Content Curricula - Grades 7-9.....	182
Table 3B: Canadian Studies National Content Curricula – Grade Ten.....	183
Table 4B: Canadian Studies National Content Curricula – Grade Eleven.....	184
Table 5B: Canadian Studies National Content Curricula – Grade Twelve.....	186

## **List of Tables**

Table 1.1	Measurements for National Content.....	15
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## **Chapter 1**

### **Introduction**

The thesis focuses on the current state of Canadian studies in elementary and secondary schools across the country. Specifically, its main objective is to assess the degree to which grades one to twelve students across the country are given the opportunity to study Canada in their social studies courses. After defining civic education and its recent manifestation, Canadian studies, and examining the relevant literature, the thesis will do a province by province assessment of the current state of Canadian studies across the country. The review will be divided into three sections – elementary (grades one to six), intermediate (grades seven to nine), and senior high (grades ten to twelve). The provinces and territories will be compared and evaluated within each section according to the content focus of their Canadian material. The thesis argues that there are a sufficient number of Canadian studies courses available to students in elementary and secondary schools across the country.

#### **1.1 The Need for Civic Education**

Civic education encompasses several dimensions one of which is national studies (or, in this case, Canadian studies). Civic education is said to provide the basis for nurturing responsible citizens and, accordingly, many believe that it should be an essential part of elementary and secondary school systems. There is some debate, however, as to what civic education encompasses and what changes, if any, are necessary for the future. In this section, there first is an overview of the goals and definitions of civic education. Second, there is a look at how



Canada's socio-political development has influenced civic education in this country. Third, the literature from the United States and Canada both call for a renewed focus on civic education, encouraging students to be more active in the area of democratic principles.

A common defining goal throughout the literature dealing with civic education, particularly in reference to democratic societies, is the importance of helping students become informed responsible citizens who are aware of and take an active interest in the issues that affect society. Theodore Kalsounis stresses that "the worst enemy of democracy is a lack of education" and that civic education in democracies should "address the knowledge, values, and skills necessary for participation."<sup>1</sup> Similarly, Catherine Haire and Michael Manley-Casimir contend that knowledge, skills, and dispositions are the backbone to civic education and "essential to maintaining and strengthening the civic bond" instilled in citizens.<sup>2</sup>

In addition to introducing the knowledge, skills and values necessary to become responsible citizens, understanding one's national history and identity also play a role in civic education. According to Richard Pratte, studying national history means learning about the nation's cultural heritage, including its central political, and national traditions, but also the "contributions of diverse societies over time."<sup>3</sup> Pratte feels that if this is taught well, students should have a solid understanding of the current situation in their nation-state and around the world, as well as positive attitudes towards the values of participatory democracy.<sup>4</sup>

Other academics such as Ian Wright combine the various points on civic education to form four interconnecting components - national identity, a system of rights, political participation, and social, cultural, and supranational belonging.<sup>5</sup> Similar to Wright, Ken Osborne also identifies four interrelated themes used to teach citizenship in social studies: identity, political efficacy, rights and duties, and social and personal values.<sup>6</sup> Each of these components plays a significant role in civic education. Civic education needs a strong presence in the curriculum so students are better able to learn to become responsible citizens who can intelligently deal with public issues.

## **1.2 Civic Education in Canada**

Civic education in Canada has faced some unique challenges and as much of the literature on the subject shows, they have not all been easy to overcome. Ken Osborne, a leading scholar on the subject looks at the history of citizenship education in Canada in *Citizenship Education and Social Studies*.

According to Osborne, understanding Canada's national identity has always been a problem for educators of civic education in this country. He points out one reason for this may be that there has never been a "national curriculum" in this country given that education has always been a provincial responsibility. As well, there has not been any single version of what Canada is, particularly because "the English-French duality that is so central to the Canadian experience has meant that any attempt to teach one national version of Canadian identity is suspected of being an instrument of assimilation."<sup>7</sup>

Nonetheless, Osborne shows how, at least until the 1970s, 'nation-building' was a familiar theme in English-speaking Canadian studies.<sup>8</sup> The problem was that the single

vision of Canada was not taking into account Quebec separatism, Aboriginal Peoples, diversity, and regionalism. Up to the 1970s, civic education was unsuccessful in dealing with the issues of English and French Canada. Since Quebec was viewed as a “problem” to English Canada and never dealt with effectively, the “nation-building” or unitary vision of Canada could never be achieved. Likewise, students in Quebec were suffering because they were learning little of what was happening outside their own province.<sup>9</sup>

Osborne illustrates how largely due to the work of A.B. Hodgetts, *What Culture? What Heritage?*<sup>10</sup> in 1968 there is now more of a celebration of a multicultural Canada.<sup>11</sup> He argues that even though there was a sharp increase in the quality and quantity of Canadian materials in elementary and secondary schools across the country after the Hodgetts report, they all fell short of dealing with Canadian identity.<sup>12</sup> Suddenly, concerns for the state of civic education in Canada turned into a more specific concern for Canadian studies. In fact, Osborne argues, in spite of the great strides resulting from the Canadian Studies movement of the 1970s, “the greatest failure of Canadian citizenship education” remains the failure to effectively “come to terms with the English-French duality of Canada.”<sup>13</sup>

Osborne’s work offers useful insight into the history of civic education in Canada as well as current trends for Canadian studies across the country. Osborne finds it ironic that despite the renewed interest in civic education from many scholars during the 1990s, it is being devalued in many provincial curriculums. He feels that this is due mainly to the new emphasis on the “economic benefits of education” including “high-tech skills, computer literacy, competitiveness, entrepreneurialism, adaptability, and on linking the

schools with the corporate world.”<sup>14</sup> The reason for the changes, according to Osborne, is mainly to keep provinces globally competitive. Consequently, globalization has changed the priorities of citizenship education in Canada.<sup>15</sup>

Similar to Osborne, Helen McKenzie’s background paper, ‘citizenship education in Canada,’ also examines how concepts of civic education have evolved over time in this country. She describes how new ideas of citizenship and immigration have moved beyond the traditional view that citizenship means being part of a homogeneous cultural group.<sup>16</sup> She shows how the changing definition of citizenship and the lack of national authority in the area of education have created concerns in the area of civic education in this country.

She outlines the history of civic education beginning with Confederation and how education developed as a provincial responsibility. At the time, citizenship education was linked to various concepts of allegiance such as to the crown, to Canada, to individual provinces, and local regions.<sup>17</sup>

McKenzie looks at how the goals of civic education evolved “from notions of a general loyalty to the idea of belonging to and participating in the operation of an increasingly democratic state” as Canada grew into a nation-state.<sup>18</sup> She outlines four elements of civic education that became associated with the concept of history by the 1950s including:

- 1) the civic element – concerned with rights necessary for basic individual freedoms
- 2) the political element – incorporating the right to participate in political activity
- 3) social rights – relating to standards of economic welfare and security
- 4) the moral aspect – symbolized by the term – “the good citizen”.<sup>19</sup>

Some of the problems McKenzie points out with civic education in Canada are comparable to those of Ken Osborne. First, like Osborne, McKenzie cites the provincial responsibility of education as a drawback when it comes to having a national history curriculum. Since individual provinces create the curriculum, there still is no common history text used across the country.<sup>20</sup> It should be noted, however, that this problem also exists in the United States. Second, McKenzie, similar to Osborne, argues that the declining emphasis on “history” courses has also meant a decline in civic content. Since history is often placed in a more general social studies course rather than as an individual study, civics is not always taught. As well, “there has been a tendency to concentrate on the sciences and technical education as being vital for the promotion of national economic well-being.”<sup>21</sup> Third, McKenzie feels that by some provinces making social studies optional at the senior high level it is even more difficult to ensure an ideal of civic education across the country. Hence, “preparation for active citizenship is often not fully achieved in Canada, partly because in some provinces senior high courses in the social sciences are optional, and many students either do not participate in them or do so only minimally.”<sup>22</sup>

Similar to Osborne and McKenzie, the Senate Standing Committee on Social Affairs, Science and Technology in its 1993 report, *Canadian Citizenship: Sharing the Responsibility*, links current concerns of civic education to the socio-political development of the country. Unlike the United States’ revolutionary evolution, Canada made arrangements and compromises, such as a federal system and a Senate, along the way to secure regional interests.<sup>23</sup> As well, settlement in Canada took place in stages,

bringing a variety of people with different cultures and traditions to this country. The Committee feels “the nature of socio-economic development often meant that loyalties were first regional rather than national.”<sup>24</sup> Regionalism has had an affect on civic education and often regional or provincial interests take precedent over national issues.

The Committee points out some areas of civic education that should be improved. For instance, all provincial curricula should reflect the multicultural nature of Canadian society. In doing so, teachers need to encourage positive attitudes towards diverse groups of people.<sup>25</sup> The Committee also feels that since civic education is most often taught in social studies courses, the provinces need to focus more on the importance of this area of study. Presently, as indicated by to the Committee, social studies is a rather “neglected area of instruction in our schools.”<sup>26</sup> They cite Alan Sears as saying that citizenship education in Canada is not much better than it was in 1967 and quite often educators are not very interested in it and are “often not qualified to teach social studies.”<sup>27</sup> Moreover, according to the Committee, Canadian schools are often teaching civics in a passive sense in which students learn little beyond the mechanics of government. The Committee feels more should be taught about “the actual dynamics of democratic conflict resolution or the importance of active political participation.”<sup>28</sup>

The Committee makes the following recommendations for civic education in Canada:

- That the Federal Government promote national initiatives addressing matters of citizenship education.
- That the Department of Secretary of State [now reconfigured as Canadian Heritage] assess existing models of citizenship education.
- That the Department of Secretary of State consult with the Council of Ministers of Education concerning the applicability of such models in school curricula.

- That the Department of Secretary of State participate in a second series of initiatives on Canadian Studies.<sup>29</sup>

Vandra L. Masemann's report, "The Current Status of Teaching about Citizenship in Canadian Elementary and Secondary Schools," summarizes the current state of civic education in elementary and secondary schools across Canada. She notes a common goal of civic education in each province and territory is to prepare students to be responsible citizens in the future and stress the "importance of citizen and participation".<sup>30</sup>

Masemann looks at civic education in each province's social studies curriculum outlining their goals; knowledge, skills and attitudes; school practices; methods; and regional emphasis. She finds similarities across the country. Generally, she argues "there is a shift away from the 'mechanics of government' approach from the past 20 years to a more broadly-based social, cultural, and geographical approach."<sup>31</sup> She also concludes that there is more regional and cultural emphasis than in the past proving that the provinces are more in tune with Canada's multicultural society.<sup>32</sup> Furthermore, she finds that the provinces include more world affairs in their social studies curricula.

There are some concerns about Masemann's report. First, Masemann's study is dated. Masemann collected her data in 1987 and most of the social studies curricula have changed since that time. For instance, she makes reference to a "Democracy" course, which at the time, was required for senior high students in Newfoundland and Labrador but is no longer available. Second, the material she does review is basic; she does a very brief overview of elementary and secondary levels amounting to a few lines for each of them. She fails to take into account courses required for graduation at the senior high level. Third, Masemann's analysis of regional emphasis in the social studies curricula is

limited. The “Cultural Heritage” course she praises for Newfoundland and Labrador senior high students is no longer available.

### **1.3 Civic Education and the Future**

Throughout the literature on civic education there are a number of suggestions for the future. Some feel it should be a more integral part of the education system, while others stress the need for a more active approach to civic education.

Richard Pratte in *The Civic Imperative: Examining the Need for Civic Education* argues for a restructuring of the current form of civic education to include the whole curriculum. It is not effective to just offer one or two courses in school curricula, there needs to be more emphasis on the community.<sup>33</sup> Civic education “has been an essential aspect of education in every human society.”<sup>34</sup> If the school system focuses on developing good people “in the moral and virtuous sense,” then in the long run they will also be developing good citizens.<sup>35</sup> Traditional methods of teaching civic education narrowly focus on one or two courses in the curriculum and are not as effective as incorporating civics into the entire program. Students may not find the assigned courses interesting and if they are optional they may decide not to take them. Hence, Pratte argues that civic education must be an integral part of the part of the entire school system to ensure that all students learn the knowledge and skills needed to become informed citizens.

It is generally agreed upon that the ultimate goal of civic education in a democracy is to equip students with the necessary knowledge and skills needed to participate as responsible citizens in a democratic society. Many academics feel the



traditional method of teaching civics does not adequately achieve this goal. As Ian Wright states, “It is not enough to transmit knowledge about these concepts or to inform students about politics, government, law, and the norms of society. If we assume that people in a democracy have a right to make up their minds, then students should be taught how to deal intelligently with a broad range of issues.”<sup>36</sup> It is more valuable to have an active or hands-on approach to learning civic education than the traditional text book methods. Students are more likely to feel empowered and to take an active interest in political and civic affairs.

Rodney F. Allen agrees with Wright in that the traditional methods of teaching civic education are too simplistic. Allen feels that the “traditional, goal-oriented, decision-making models” fail to address “the uncertainty, the diminished attention to the social context of decision-making, and the narrow conception of living life in community with others as simple goal attainment.”<sup>37</sup> Allen’s solution for the future is to encourage talk and dialogue in the classroom. He feels that dialogue allows for group discussion, investigation and co-operation and this best reflects the decision-making process in democracies.<sup>38</sup>

Other scholars agree with Wright and Allen. John Jarolimek states that “citizenship in a democratic society means precisely that the individual must be able to think critically and independently and be able to participate with others in problem-solving efforts.”<sup>39</sup> Byron G. Massialas indicates that, “the ‘seatwork’ approach to teaching history has led to students’ passivity.”<sup>40</sup> Students need to have more of a hands-on approach when learning democratic principles and decision-making and it can only

come by changing the teaching methods of civic education because, as Charles Chamberlin illustrates, “learned passivity is disempowerment.”<sup>41</sup> Jeff Orr and Roberta McKay also believe teaching methods should change so students can be given ample opportunity to live out everyday democratic practices in the classroom.<sup>42</sup>

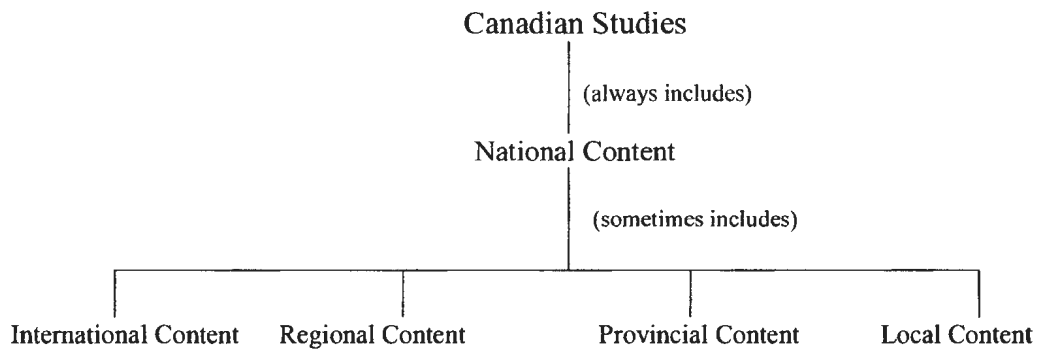
Civic education encompasses numerous dimensions and the thesis cannot adequately deal with the complete area of civic education, due to its complexity. However, one part of civic education, Canadian studies, is most intriguing. The concern for civic education in this country has turned into a concern for Canadian studies. The civic education literature offers a solid historical backing to Canadian studies. The literature shows how Canadian studies became the main approach to civic education in this country by the late 1960s. As well, it illustrates how civic education has played an integral role in educating students to be informed, active citizens in a democratic society. Particularly in Canada, the literature illustrates some of the obstacles educators in this country have faced in providing effective civic education to its young people. Since Confederation, education has been a provincial responsibility and so there has never been uniform agenda for civic education in this country. As well, most of the versions of national identity taught did not take into account the multicultural nature of the country. There are also questions about the traditional teaching methods of civic education in Canada. By encouraging students to debate and discuss pertinent issues of the day, educators would make civic education courses more appealing to a larger number of students. Even after nearly forty years there are still concerns about the state of Canadian studies in our country and questions about its future.

The various rationales for studying civic education are similar to those for examining Canadian studies, the main reasons being:

- an apparent absence of nationalistic feelings among Canadians;<sup>43</sup>
- a strong and legitimate student interest in Canadian studies;<sup>44</sup>
- a need for self-knowledge and a national identity;<sup>45</sup>
- a need for an understanding of Canada's cultural diversity;<sup>46</sup>
- a need for a strong national identity and not just a local or regional identity;<sup>47</sup>
- there are questionable teaching methods of social studies making Canadian studies boring for students;<sup>48</sup>
- national history is necessary for a "rational inquiry into the political, social, or moral issues" of Canadian society;<sup>49</sup>
- civic education in any country constitutes an important element in the formation of the country.<sup>50</sup>

#### **1.4 Definition of Canadian Studies**

For the purposes of the thesis, Canadian studies is defined as an area of study with a national content focus wherein the main objective is to educate students about the cultural, social, political, economic, and/or physical attributes of Canada while sometimes placing them in an international, regional, provincial, and/or local context. Canadian studies is a broad discipline but due to time and financial constraints the thesis looks specifically at Canadian studies courses found in provincial social studies curricula across the country. Social studies curricula are sometimes arranged into discrete areas such as history, geography, Canadian issues, economy, law, or combinations of such.



The course contents examined in this study were acquired from the curriculum guidelines authorized by the Ministers of Education of each province and territory. These social studies guidelines, among other things, outline the goals and expectations for each course. Most curriculum documents also provide course content details and required reading materials for students.

National content plays an integral role in Canadian studies courses. For the purposes of the thesis, national content means a course focusing on the entire country or a major part of it including important events and national figures from before Confederation that have proven pertinent in the development of the country. Particularly when the national content focus is a partial or minimal amount, Canadian studies courses may also contain international, regional, provincial, or local content. A course is classified as having international content if the content focus is outside of Canada. For regional content the focus is on a particular region or area of the country, such as the Atlantic region, Western region and Northern region. A course is classified as having provincial content if the focus is on the province or territory and local content if the focus is on the student's local community. The measurement is subjective but each province is classified according to the same guidelines.

The courses vary from province to province and so given our concern with the sufficiency of Canadian studies, it is also appropriate to make additional reference to the relative intensity of the content focus in each province's curriculum. Since some courses contain only minor areas of national content and others slightly more or significant amounts it is necessary to further classify the content matter as minimal, partial and/or significant. This allows us to ascertain whether the Canadian studies orientation in a particular province is broadly or narrowly focused.

This thesis classifies the content of each province's social studies curriculum for each grade level as national, international, regional, provincial, and/or local. The curriculum may vary significantly from province to province so the clearest means to gauge the national content is to examine the social studies course and judge the sufficiency of the material in the course. For instance, there is a *minimal amount of national content* in Newfoundland and Labrador's grade three course. For the most part, students learn about communities in Newfoundland and Labrador, but there is one section in which students compare their community to life in Ottawa. Since it is only a minor section of the course or a quarter or less of the subject matter focuses on Canada, it is considered to have minimal content and receives one star (refer to table 1A). The Northwest Territories receives a similar rating for its grade five course because Canada, as an example of democracy, is used as part of its northern course explaining territorial government in the region (refer to table 11A). Canada is not the main subject matter in both of these examples but it is a minor part of the course.

Some courses, including Nova Scotia's fifth grade, have a *partial amount of national content*. Nova Scotia students learn numerous geographical and political features of the country and then they compare them to other systems around the world. A course containing more than a quarter but less than or equivalent to half of its subject matter focusing on Canada is considered to have partial national content and receives two stars (refer to table 2A).

A course with a *significant amount of national content* has more than half its subject matter focusing on Canada. Generally, it is a course that deals with the country as a whole or a number of regions rather than a specific province or area. For instance, Alberta's grade five social studies course is a historical look at Canada's origins (refer to table 9A). A course, such as this one in Alberta, contains a significant amount of national content and receives three stars.

**Table 1.1 Measurements for National Content**

<b>Minimal</b> amount of national content *	A course contains a minimal amount of national content if $\frac{1}{4}$ or less of its subject matter focuses on Canada.
<b>Partial</b> amount of national content **	A course contains a partial amount of national content if more than a $\frac{1}{4}$ but less than or equivalent to half of its subject matter focuses on Canada.
<b>Significant</b> amount of national content ***	A course contains a significant amount of national content if more than half of its subject matter focuses on Canada.

There are a few exceptions to the rating system and these cases are duly noted as they are examined.

## 1.5 Methodology

A sufficient number of Canadian studies courses are available to students across the country. In the thesis *a sufficient number of Canadian studies courses* means a majority of the provinces allocate at least one Canadian studies course with a significant amount of national content in their elementary, intermediate and senior high curricula. Sufficiency is measured by looking at the amount of national content found in the social studies curricula set by the provinces. With a few exceptions, most provinces fall within this range. The measurement is subjective and all the provinces are assessed according to the same criteria.

Since the topic of Canadian studies is so broad there are some restrictions to this study. Due to financial and time constraints, the thesis measures what is outlined in the curriculum guidelines and not what is actually taught in schools. As well, even though curricula may show a number of course options for students at the senior high level, it does not ensure that all schools offer such a selection. Furthermore, every effort has been made to receive the most up-to-date curriculum guidelines in each province but there are always revisions being made in some provinces.

An assessment is undertaken of elementary, intermediate, and secondary social studies curriculum guidelines for 2002. Current curriculum guides of all provinces and some textbooks are available at the Curriculum Centre at Memorial University or on provincial government websites on the Internet. In spite of some documents dating as far back as 1993, they are the most recent guidelines made available by the provinces. The provincial curricula are the official guidelines, set out by each government, for individual

school boards to follow in selecting textbooks and course materials. Each province is assessed individually within the elementary (grades 1-6), intermediate (grades 7-9), and senior high (10-12) levels and are compared to the other provinces within each section. Nunavut follows the curriculum guidelines of the Northwest Territories for grades one through twelve and both territories go by Alberta's senior high curriculum. The thesis examines current English provincial and territorial social studies curricula as set by the governments for grades one through twelve.

Since the curriculum varies from province to province, each province is examined individually and then categorized together according to its national content. As well, each province divides their grade levels into different levels, i.e. primary, elementary, junior high, and senior high. For the sake of clarity, the thesis divides the grade levels into three groups. The first group, grades one through six, is called elementary; the second group, grades seven through nine is known as intermediate; the final group, grades ten through twelve, is called senior high. Two exceptions are Quebec and Ontario. Ontario's social studies program, from grades one to six, is divided into two strands: Canada and the World, and, Heritage and Citizenship. In Quebec, the groups are divided into cycles, cycle one is grades one through three and cycle two is grades four through six. The higher grades in Quebec are divided according to age groups.

Civic education is the basis for developing responsible citizens and should be a central part of Canada's school systems. From Confederation until the late 1960s, there was little agreement on what civic education comprised. There was a strong divide between English and French Canada and little was being done to encourage a national



identity which reflected the entire country. However, since A.B. Hodgetts released his study, *What Culture? What History?*, in the late 1960s, there has been greater interest in civic education in this country, but more specifically in Canadian studies. Canadian studies has become the focal point of civic education in this country. It is in Canadian studies courses that students learn about their national history and identity and the knowledge and skills needed to participate in a democratic society.

There are still important concerns to be addressed about the state of Canadian studies in schools across this country. The thesis argues that there are a sufficient number of Canadian studies courses available to students in elementary and secondary schools across the country. A majority of the provinces allot at least one Canadian studies course with a significant amount of national content in their elementary and secondary social studies curricula. The second chapter of the thesis looks at the relevant Canadian studies literature and the alleged crisis in Canadian studies. In addition to the major theme of the thesis - questioning the sufficiency of Canadian studies in our nation's schools - a number of sub-themes also exist in the literature. The thesis examines whether there is a stronger local or regional identity in post-Confederation provinces, whether there has been a breakdown of national history in this country and whether regional or provincial histories are given more importance over national history in the curriculum.

The third chapter assesses and evaluates the provinces for Canadian studies in its elementary programs. The chapter reviews the approaches each province takes in placing elementary social studies in their curricula and how the differing approaches affect the placement and quantity of Canadian studies. The fourth chapter examines the

intermediate social studies programs for each province and territory and compares Canadian studies programs to see whether there are sufficient amounts of Canadian studies offered to students. Chapter five compares and evaluates the number of Canadian studies courses offered to senior high courses across the country. The chapter also looks at how graduation requirements affect students' ability to take Canadian studies courses.

## Chapter 2

### The Alleged Crisis in Canadian Studies

In recent decades, various government and academic sources have questioned whether Canadian elementary and secondary schools offer enough Canadian content, especially courses focusing on Canada, to assure students a sufficient opportunity to learn about Canada. These critics do not always agree. In fact they sometimes contradict each other. This chapter will examine these sources in some detail and consider what they say about the alleged crisis in Canadian studies. The themes that emerge will be investigated in the rest of the thesis.

Research of Canadian studies and Canadian content began when A.B. Hodgetts released an extensive study of the elementary and high school curriculum in 1968 called *What Culture? What Heritage?*<sup>1</sup> Hodgetts discovered that studies of Canada in the schools were minimal, teaching materials were scarce and contradictory, teachers did not have adequate knowledge to teach Canadian studies, and since the approaches taken from province to province vary they often taught conflicting views of the country.<sup>2</sup> Hodgetts concluded:

...the legitimate national interests of this present country are not being served by our present Canadian studies programs and that the need for radical reform is urgent. Not only are the schools failing to serve the interests of the wider society, but the reasonable expectations of the individual student while he is in school - as distinct from the role he may play as a citizen after graduation- are not being fulfilled either.<sup>3</sup>

The two-year investigation Hodgetts undertook involved surveying over 10,000 students, observing nearly 850 teachers, and examining current literature and government documents. At the time of the Hodgetts report, the level of Canadian content offered in the elementary and secondary curricula was minimal, but the study was done over thirty years ago and needs to be up-dated.

Hodgetts laid the groundwork for Canadian studies research and numerous developments have occurred since its publication. Throughout the 1970s many researchers have drawn upon the Hodgetts report for guidance in recommending changes to current teaching materials. The Hodgetts report inspired the establishment of the Canadian Studies Foundation in 1970. The Foundation promoted inter-provincial co-operation by addressing both regional and national concerns.<sup>4</sup> In addition, Norman Massey, on behalf of the Council of Ministers of Education in Ottawa, conducted a cross-country survey of 450 students, teachers, and administrators in order to assess the state of Canadian studies, which became known as *Canadian Studies in Canadian Schools*.<sup>5</sup> The purpose of the survey was to gather various opinions on which direction a Canadian curriculum framework should take.<sup>6</sup> The report does not propose the development of more Canadian courses but rather more focus be placed on Canada in the present curriculum and an interdisciplinary Canadian approach to teaching.<sup>7</sup> It was in 1975 that Mel Hurtig released a Canadian studies survey that measured the knowledge of high school students across the country. He found that 62 per cent of the students scored under fifty percent in the survey.<sup>8</sup> The 1975 Symons Commission report also re-evaluated the need for Canadian studies, but only at the university level.<sup>9</sup> Its fourth

volume intended to deal with Canadian studies at the elementary and secondary schools, but it was never completed.

During the 1980s there were some scholars who researched the effects of the new emphasis on Canadian studies since the Hodgetts report. Kirkwood et al. in their article "Is Canadian Studies Working?" surveyed nearly 15,000 students across the country in grades seven, ten, and twelve in the early 1980s and they found that students responded positively to questions referring to Canada.<sup>10</sup> While their results do show that students have developed nationalistic feelings for their country, they only assume and do not prove that it is because of an increase in Canadian studies courses. Therefore, it is still questionable whether students are receiving sufficient Canadian content in their courses.

According to Rowland Lorimer, in his 1984 study *The Nation in the Schools*, Canadian content has become more prominent in the provinces social studies curricula. His study of Canadian content in language arts, literature, and social studies curricula was done in collaboration with the Canadian Learning Materials Centre. Lorimer found:

Canadian cultural content in social studies programs has recently become much more central to the curriculum than it has in the past. We no longer need to identify the presence or absence of Canadian content, especially in the elementary and junior high grades, because if it is not there, it is in the process of being included within the curriculum.<sup>11</sup>

While the Kirkwood study was focussed more on whether students developed a sense of national identity in their studies, Lorimer actually examined social studies curricula and evaluated them for Canadian content and Canadian material. He shows significant signs of improvement in social studies curricula and states that “a positive cultural perspective is returning to social studies.”<sup>12</sup> Even though Lorimer’s research is nearly twenty years old it is one of the few in-depth studies conducted of social studies curricula across the country, and hence stands as a useful reference guide for comparing the present state of Canadian studies in elementary and junior high schools across the country.

Hodgetts and Gallagher, in their book *Teaching Canada for the '80s*, described the old way of civic education as too descriptive. The authors combine the terms ‘Canada studies’ and ‘civic education’ together to mean “the study of Canada as a political community”. They distinguish between ‘Canadian’ and ‘Canada’ studies so that Canadian includes activities beyond those of a political nature.<sup>13</sup> They suggest that their approach to civic education “is designed to help young people acquire the necessary knowledge, understandings, intellectual skills, and feelings of apathy and alienation apparent in a society whose major institutions seem to be growing more remote and impersonal.”<sup>14</sup> The authors are not suggesting a new Canadian identity but instead a better understanding of the diversity in Canada.<sup>15</sup> However, the authors tend to have an idealistic view of education and focus primarily on what “should” be taught in primary and elementary schools, and not what is “actually” taught in schools.

In *Canadian Citizenship: Sharing the Responsibility* the 1993 Standing Senate Committee on Social Affairs, Science and Technology, found that there was an “apparent absence of a ‘national spirit’” amongst Canadians. The authors cited the nature of Canada’s socio-political development as a reason for the absence. Provinces that entered Confederation during the post-1867 period had often developed a more local or regional identity rather than a Canadian one.<sup>16</sup> Hence, currently in Canada there is little emphasis for citizenship education in the social studies curriculum. The Committee stresses the importance of citizenship as a means to a strong Canadian identity and they recommend the federal government create a national agenda for citizenship education to overcome the problem of regionalization in provincial curricula.<sup>17</sup> The Report states that Canada’s increasingly plural society is not adequately reflected in the current curriculum as it should be.<sup>18</sup>

The more recent Cameron report, *Taking Stock: Canadian Studies in the Nineties*, reviews Canadian studies but, like the Symons Commission, it only focuses on the curriculum in universities and community colleges.<sup>19</sup> While Cameron does not touch on the elementary and secondary schools he questions the degree to which it is possible for elementary and secondary students to receive an adequate knowledge and understanding of Canada.<sup>20</sup> He even goes on to say that “one thoughtful observer has contended that the level of ignorance about Canada is returning to that of the pre-Hodgetts era, as the emphasis shifts toward what is going on elsewhere in the world at the expense of what is going on at home.”<sup>21</sup>

It is false to assume that the lack of Canadian studies and knowledge at the post-secondary level reflects a lack of Canadian curricula at the elementary and secondary levels. Cameron's brief account of Canadian studies in the schools warrants a larger investigation into this area.

Inspired by David Cameron's report, Amy von Heyking wrote "The Changing Nature of Canadian Studies in the Schools" in 1995. She feels there is a lack of interest in Canadian studies among students, due partially to the "problem-solving" approach used to teach social studies in classrooms across the country.<sup>22</sup> The author argues that by examining national "problems" like, the multicultural "problem", native rights "problem" or the English-French relations "problem", with no apparent or easy solution the social studies curriculum "encourages cynicism and a sense of helplessness among students."<sup>23</sup> Von Heyking makes various suggestions including, adding more local or regional studies in the curricula, examining more current Canadian issues in senior high courses and placing more emphasis on achievements rather than on problems. For her last two observations, she refers specifically to the Alberta social studies curriculum. There is more Canadian content focus in Alberta's curriculum than most of the other provinces and while the focus may not be what the author feels as relevant or interesting for students it is an opportunity for students to take these courses. Her last concern is about how curriculum is developed and the lack of attention being paid to ethnic and racial backgrounds.<sup>24</sup>

Von Heyking makes some interesting points, particularly on how the "problem-solving" method of teaching does not encourage positive attitudes towards Canadian



studies. Even though she refers to the in-depth studies of Cameron, Hodgetts and Lorimer her arguments are based on her “own experience teaching social studies in Alberta in junior and senior high schools,” as well as on “an admittedly unscientific overview of English-Canadian school curricula across Canada.”<sup>25</sup> While her reasoning and suggestions may be relevant and useful in Alberta, the same may not be true in other parts of the country.

In 1995 Bob Davis wrote *Whatever Happened to High School History?*. He deals with the steady decline of history taught in Ontario schools. Davis’ study of history in Ontario schools is thorough from 1945 until 1995. He examines how history’s place in the high school curriculum has changed according to generational changes. Davis begins with history being an important part of the curriculum, when there were four compulsory history courses, but shows how things began to change around the mid 1960s when different interest groups wanted “their” history to be taught. The history curriculum then began to focus on areas such as labour history, women’s history, immigration history, and multicultural history. Also new courses began to arise and by the 1980s an increasing emphasis on “skills” and more sociological courses than historical ones.<sup>26</sup> Eventually, he shows the “collapse in of national history” by the 1980s. Even though Davis only traces the changes of Ontario’s history curriculum, the book offers insight into why there has been a general decline in its importance countrywide. Some of his reasons include: a growing number of minority groups, an increased dependency on television, disillusionment with “historical progress”, the American dominance over Canada, Quebec’s threats of separation, and globalization.<sup>27</sup>

The most recent publication on citizenship education was *Who Killed Canadian History?*, written in 1998 by J.L. Granatstein. Granatstein contends that even though history is being taught, the provinces have “given up teaching anything we might call Canadian or national history.”<sup>28</sup> He places the blame on a number of sources, not the least of which are the provincial and federal governments. Since education is under provincial control it is difficult to regulate a national history for all students across the country, consequently students are more likely to learn about their province or region rather than Canada in history courses. He does not, though, ask why this is not a problem in America, where education is under state authority. Granatstein insists that a “Canadian or national history, and not just a regional or provincial history must be in the curriculum”<sup>29</sup> because without a national history, “we as a nation cannot undertake any rational inquiry into the political, social, or moral issues of our society.”<sup>30</sup>

In addition to the two levels of government, Granatstein names bureaucrats, university professors, ethnic groups, and the media as part of the problem. His claims about the decline of history in Canada’s schools are extreme and his outline of the province’s social studies curricula is very general but his fears of history being regionalized or “fragmented along geographical lines”<sup>31</sup> seem legitimate and merit further investigation.

This review has revealed that a number of themes have surfaced from the literature on Canadian studies. These will inform the present study. Besides the main theme of questioning the sufficiency of Canadian studies in schools across the country,

the following sub-themes that have arisen from the literature also warrant further investigation, namely:

- whether a local or regional identity is emphasized over a national one in provinces that entered Confederation after 1867;
- whether there is a “collapse” of the study of national history in the country;
- whether regional or provincial histories are given more importance than national history.

The current state of Canadian studies curricula in elementary and secondary schools in Canada needs to be examined because the existing literature is dated. Another reason our study is needed is that there are contrary views about the relative sufficiency of Canadian studies in Canada’s schools that need to be assessed and tested.

## **Chapter 3**

### **Elementary Canadian Studies**

The thesis does a province-by-province assessment of the current state of Canadian studies across the country. The provinces and territories are compared and evaluated within each section according to the content focus and quantity of their Canadian material. This chapter assesses the elementary social studies (grades 1-6) curricula across the country for Canadian studies. First, there is a review of the approaches the provinces take to placing elementary social studies in their curricula. The differing approaches affect the placement and quantity of Canadian studies in the social studies for grades one through six. Second, each province is examined individually for its national content focus. Third, there is a provincial comparison for each grade for the amount of Canadian studies found in their social studies curricula. Fourth, there is an evaluation of the provinces for their sufficiency of Canadian studies in the elementary grades.

#### **3.1 Elementary Social Studies**

Elementary social studies curriculum provides the foundation for future social studies courses at the intermediate and senior high levels. Some provinces including Quebec, the Northwest Territories, and Saskatchewan, follow the traditional “expanding horizons” model (explained on page 30) for elementary social studies. The rest of the provinces follow a multidisciplinary approach in their elementary social studies programs, wherein local, provincial, national and international components are

intertwined in the first six grades. The multidisciplinary provinces have more national content, and hence more Canadian studies, earlier in their K-12 curricula.

In Canada, the elementary social studies curriculum had traditionally followed the American approach known as the “expanding environment” or the “expanding horizons” model. According to this model, curriculum focuses on progressively reflecting and expanding upon the student’s experiences. Therefore, the subject matter for the first and second grades focus on “home” and “families,” followed later in grade three by the theme “communities”.<sup>1</sup> Gradually as students move into higher grades they are exposed to more regional, national, and international subject areas.

Quebec follows the traditional expanding horizons model in its elementary curriculum by beginning with local content in the first two grades, then provincial content in grades three through six with a minimal amount of national content in grades five and six. While many of the other provinces introduce national content early in the program, Quebec delays it until grade five. In part, the delay may be due to adhering to the expanding horizons approach, but just as likely, it is to preserve its provincial autonomy. For that reason, there is no national content until the latter part of its elementary program. In its describing the early years of its elementary social studies, Quebec emphasises how students “first learnings concern people close to them and groups spaces and time periods they are familiar with” and how “students move from spaces and times that are familiar to those that are unfamiliar.”<sup>2</sup>

Similar to Quebec, the Northwest Territories follows the expanding horizons model with a significant amount of local content in the first three grades, followed by

regional and provincial content in grades four and five and national content in grade six. The government feels a strong local and regional education is necessary to enrich students about their culture and heritage. The government states that “a commitment to culture based education has created a unique opportunity for educators and school administrators to work with local communities to ensure that the curriculum delivered in NWT schools recognises and reflects the perspectives and values held by the community.”<sup>3</sup> Consequently, Canadian studies courses do not begin until grade five.

Saskatchewan’s elementary curriculum also follows the more traditional expanding horizons format. In Saskatchewan there is a set of twelve themes, one for each grade level, covering all of the social studies material. “The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world.”<sup>4</sup>

Some recent provincial curriculum guidelines have made noticeable attempts to update and move beyond the traditional expanding horizons model to a more multidisciplinary approach to elementary social studies. These provinces have national content present earlier in their social studies curricula, providing students with more Canadian studies courses.

In Newfoundland and Labrador’s Department of Education’s Report, *A Curriculum Framework For Social Studies: Navigating the Future*, the social studies advisory committee questions the rigidity of the expanding horizons model. For instance, the report suggests adjustments must be made for things such as travel, television, and other global experiences the learner may be drawing upon. There are also concerns about

the possible narrow range of development moving from smaller environments to larger ones and how with new global accessibility, i.e., the Internet and television, such a range is obsolete.<sup>5</sup>

Similar to Newfoundland and Labrador, Nova Scotia intertwines local, national, and global material with the traditional “home,” “school,” “neighbourhood” sequence of the “expanding horizons” model to form what it calls a multi-spiral approach to social studies from grades one to six. The government states, “this multi-spiral approach provides the national and global aspects needed to help students understand the interdependence of all peoples.”<sup>6</sup> Also, the government does not feel that social studies is just history and geography, it also has aspects of sociology, anthropology, economics, and political science.<sup>7</sup> The Nova Scotia government indicates that the elementary level social studies program must combine local, national, and global components. As in the Newfoundland and Labrador curriculum, the multi-spiral approach in Nova Scotia distances itself from the traditional model.

Prince Edward Island, New Brunswick and Manitoba start off their elementary program according to the expanding horizons model but much like Newfoundland and Labrador and Nova Scotia they incorporate provincial, national and international components together. Ontario also moves towards a multidisciplinary approach in its elementary social studies curriculum by placing more emphasis on learning civics, national and international concepts and topics at an earlier stage.<sup>8</sup>

In Alberta, the elementary social studies program is aimed to “represent a balance between the immediate social environment and the larger social world; between small

group and societal problems and issues; among local, regional, national, and global affairs; among past, present, and future direction; among Western and non-Western cultures.”<sup>9</sup> The Alberta government expands on the expanding horizons model by proposing a well-rounded social studies program including a significant amount of national content.

British Columbia’s elementary curriculum consists of curriculum organizers reflecting a multidisciplinary approach instead of the expanding horizons model to social studies. The organizers include: applications of social studies, society and culture, politics and law, economy and technology, and the environment.<sup>10</sup> Students learn a variety of concepts throughout the entire program instead of building on one concept after another. Hence, national content is found at all levels in the elementary program even if it is only a minor amount.

Overall, the expanding horizons approach to elementary social studies is evident in some of the provinces, but not all. The importance of preserving provincial and regional identity, particularly in Quebec and the Northwest Territories, has meant following the expanding horizons model and so national content is present later in social studies courses. Other provinces, including Newfoundland and Labrador, Nova Scotia, Prince Edward Island, New Brunswick, Manitoba, Ontario, Alberta and British Columbia, stress the importance of a multidisciplinary approach to social studies so that local, provincial, national and global issues can be more integrated. The differing approaches have had a direct effect on the quantity and placement of Canadian studies in



the social studies curriculum for the elementary grades. Provinces following the multidisciplinary approach start Canadian studies earlier in their K-12 program.

The social studies curriculum varies across the country, so the content focus for grades one through six of each province is analysed individually.

### **3.1.1 Newfoundland and Labrador**

Social studies courses in Newfoundland and Labrador, between grades one and three, focus on socializing the student (refer to table 1A). The main emphasis is on the home, school and community.

Students, in grade one, learn about their immediate environment, their family and the people closest to them. Grade two students study everyday situations and how different sectors such as education, healthcare, and transportation function in society. The first two grades have a significant amount of local content.

“Communities” is the theme in the third grade. Among other things, students learn about communities meeting their needs for food, shelter, clothing, transportation, communication, education, recreation, worship and public services. The content is mostly provincial. However, there is a section on “the differences in way of life between people living in Ottawa and select communities in Newfoundland and Labrador.”<sup>11</sup> In this section, students compare the city of St. John’s to Ottawa. Students learn about such things as the Parliament buildings, the Supreme Court of Canada, and the Canadian flag.<sup>12</sup> There is a minimum amount of national content taught in the third grade and a partial amount of provincial content (refer to Chapter one, definition of Canadian studies).

Grades four to six build on the material previously taught to the students in the lower grades. The content focus “shifts from the concept of self in interaction with others to the focus on community living in the larger context of selected communities in the province, the nation, and the world.”<sup>13</sup>

Grade four examines various communities of Canada and the world. There are numerous international topics covered in the course, but there are three provincial and/or Canadian themes. Students first learn about communities in general using their local community as a guideline, and later they examine topics such as the lifestyles, climate, people, history, and location. Another section examines the history, lifestyle, climate, and oil industry in Edmonton, Alberta. Special events in Edmonton, including Klondike Days in late July when people relive the Klondike Gold Rush and dress up in clothes from 1898, are described to students. An additional special event, the Heritage Festival, is held the first weekend in August people from over fifty countries who have settled in Edmonton share food, music, and dance from their cultures, is also studied by students.<sup>14</sup> The grade four program is a “cross-cultural study of world communities including physical features, climate, economic development; map and globe competencies, and the history of change in communities.”<sup>15</sup> In essence, grade four has a minimal amount of national content and a partial amount of international content.

The content focus in grade five is significantly provincial. The material focuses on Newfoundland and Labrador’s geography, history, technology and resources.

There is a significant amount of national content in the sixth grade. This level covers the nation’s geography, history, economy, cultural diversity, and politics. Various

national historical figures are examined and students learn about a number of historical events that have shaped our country. Students learn about the Canadian Charter of Rights and Freedoms, the Canadian flag and the three levels of government.<sup>16</sup> All regions of the country are examined equally and students learn about the region's history up to present day.

Overall, there is a sufficient amount of national content offered to elementary students in Newfoundland. It ranges from minimal amounts in grades three and four to a significant amount in grade six.

### **3.1.2 Nova Scotia**

The first two grades in Nova Scotia focus on “home,” “families” and “local communities”(refer to table 2A). The content is significantly local.

Students in grade three learn about “communities,” primarily referring to Nova Scotia, but later to the country as a whole. By using a variety of communities such as resource-based communities (forestry, fishing, or mining), large urban communities, communities of special location (island community, northern community, a port), and the nation's capital, students learn about the similarities and differences in communities.<sup>17</sup> There is a significant amount of national content in grade three and a partial amount of regional content.

Nova Scotia's grade four course, “People and Their Changing Environment,” examines both the province's present and past. Students learn a variety of characteristics about communities including the affects of changing technology, the use of resources,

and the importance of transportation and communication to the community.<sup>18</sup> There is a minimal amount of local content and a partial amount of provincial content.

In grade five, students study Canadian geography and political institutions by comparing them with several systems around the world. Students identify Canada's main physical features, including the provinces, territories and their capitals, using various maps and they also learn about the various climates of different regions.<sup>19</sup> In addition, students examine various Canadian explorers and factors that influence Canadian population changes, such as climate, resources, disasters and birth and death rates.<sup>20</sup> Finally, students examine some of the ethnic and cultural groups in Canada so they can become more aware of various ethnic groups, including Native peoples in Canada.<sup>21</sup> Furthermore, students learn about various customs, traditions, languages and cuisine of several Canadian ethnic groups.<sup>22</sup> Students also study world geography, international politics, and world explorers. Therefore, the content focus in grade five is partially national and partially international.

It is in grade six that students study Nova Scotia and the Atlantic region. Students learn about topics that are particularly significant to the Atlantic region, including the history of Native peoples in the area and early European explorers. The Atlantic geography and cultural uniqueness are also examined in grade six. The course is primarily about Nova Scotia and in general the Atlantic region.

Overall, Nova Scotia offers students a significant amount of national content in grade three and a partial amount in grade five (refer to table 2A).

### **3.1.3 Prince Edward Island**

Students, in grade one, learn about family in a local context emphasizing the most important relationship of the student. “Family” continues to be the content focus in grade two but students also study their community.

Grade 3 is a continuation of the “community” concept begun in grades 1 and 2. Students study their local community and other Canadian communities in greater detail. The material focuses on the geographical, historical, occupational and ethnic makeup of a community.<sup>23</sup> The third grade contains a partial amount of national content.

The fourth grade is more national and looks at “the significance of community in people’s lives” from various parts of Canada.<sup>24</sup> There is a comparative study of different communities representative of various regions of Canada. Students learn more about diversity among communities. The fourth grade contains a significant amount of national content.

The content focus in the fifth grade is international, as students broaden the concept of community to include religion, traditions, and environment from countries around the world. There is, however, a minimal amount of national content in the program. Initially, students learn about their own province by studying local communities and then they study other Canadian communities such as Edmonton, Alberta. They examine the history, lifestyle, climate, and oil industry in Edmonton, Alberta. Thus, grade five has a minimal amount of national content and a partial amount of international content.

The sixth grade contains a significant amount of provincial content. Along with examining the province's role in the Atlantic region, students study Prince Edward Island's geographical, historical, political, social, cultural and economic development.<sup>25</sup>

There is a significant amount of national content in grade three, a partial amount in grade four and a minimal amount in grade two (refer to table 3A).

#### **3.1.4 New Brunswick**

Similar to other provinces (refer to table 4A), New Brunswick students learn about 'family' in grade one and 'local community' in grade two. The first and second grades have a significant amount of local content based on the school, city or community.<sup>26</sup>

Grade three examines the local or provincial community in a global context. A global perspective helps students understand concepts of change, differences, interdependence and rights and responsibilities.<sup>27</sup> The content in grade three is significantly international with references to New Brunswick.

Grades four through six are based on learning outcomes reflecting concepts related to: regions and areas (geography, resources, people and communications); civics; and current events. Grade four is a provincial course focusing on New Brunswick. Students study the province's geographical features, resources and industries, people, and communication and transportation of various regions in New Brunswick. There is a significant amount of provincial content in grade four.

The history of New Brunswick and Canada is the main focus in grade five. There is one unit on the history of New Brunswick and the rest of the course focuses on regions

of Canada. By studying all the regions students gain a better understanding of the country's numerous geographical features, natural resources and industries, people, communication and transportation.<sup>28</sup> The content is largely national with a minimal amount of provincial content.

Grade six, focusing on Canada and the world, has partially national and international content. One part of the course examines the workings of the federal and provincial government, specifically the location, structure, and branches of government. Another part examines the regions and government of the United States and there is also a comparison of the United States and Canada. As well, there is a section that compares and contrasts Canada with two other regions in the world.<sup>29</sup> Students learn, among other things, about Canada's trading patterns and the basics of international law.

In New Brunswick, it is not until the fifth grade that there is any national content. Grade five has a significant amount of national content and grade six a partial amount of national content.

### **3.1.5 Quebec**

The main objective in Quebec elementary social studies is to move students toward an initial understanding of the social, geographic, and historic realities of the world around them. The Quebec program is divided into three sections called cycle one (grades 1-2) and cycle two (grades 3-4) and cycle three (grades 5-6) (refer to table 5A).

The first cycle, grades one and two, allows students to "move from spaces and times that are familiar to those that are unfamiliar."<sup>30</sup> The curriculum develops an awareness of the concepts of space, of time, and of society's cultural and economic

realities. Grades one and two explore “the classroom, the school, the street, and the neighbourhood or town.”<sup>31</sup> The content in the first two grades is primarily local.

The second cycle, grades three and four, focuses on the period between 1500 and 1745 and compares and contrasts a number of societies, including the Iroquoian society, the French society in New France, and the Canadian society in New France. The comparisons cover the St. Lawrence and Great Lakes lowland area and they examine elements of each society such as culture, politics, economy, and territory. Students learn about the Iroquoian society around 1500 and compare it to the Algonquians and Incas. In studying the French society in New France students look at how prominent people such as Champlain and Laviolette and how events including the creation of trading posts, explorations, Iroquois wars and First settlements influenced the period around 1645. Students also study Canadian society in New France around 1745 and how people such as Talon and Frontenac and the seigneurial system had an impact on the period. As well, they study important changes in French and Canadian society in New France between 1645 and 1745.

The third cycle, grades five and six, focuses on the period between 1800 and today and compares and contrasts Canadian and Quebec society during this period. The geographical area covered in this cycle centers mostly on Quebec and students study a number of elements of Quebec society such as culture, politics, economy, and territory. Students look at important events and prominent figures in Quebec society. Many events that have influenced the development of the province including Canadian confederation, urbanization, unionization, the Quiet Revolution, the St. Lawrence seaway, the



construction of hydroelectric power stations, the charter of rights and freedoms are examined in the course. As well, students look at how people such as John A. Macdonald, Honoré Mercier, Jean Lesage, Robert Bourassa, René Lévesque and Pierre Elliot Trudeau have influenced Quebec and Canada.

Students also study Canadian society in the Prairies and on the West coast around 1900 including the main differences between it and Quebec society such as the “composition and distribution of the population, characteristics of the territory occupied, economic activities, languages and religions.” Students also learn about the principal differences between the Micmac and the Inuit society around 1980 including population distribution, economic activities, languages, festivals, ceremonies, languages, dance and sports.<sup>32</sup>

Overall, Quebec offers minimal amounts of national content in grades five and six.

### **3.1.6 Ontario**

The Ontario social studies curriculum was updated in 1998 and is now organized into two strands for each grade level: “Heritage and Citizenship” and “Canada and World Connections”(refer to table 6A). The topics for each grade are divided according to the two strands and examined separately.

Grade one students, among other things, learn to identify significant people, places, and events in Canada’s past and present in the “Heritage and Citizenship” strand.<sup>33</sup> For instance, students should be aware of the current Prime Minister. In the “Canada and World Connections” strand students study the local community in which

they live. There is a significant amount of local content in both grade one strands and a minimal amount of national content in the “Heritage and Citizenship” strand.

Grade two students study various Canadian cultures and traditions in the “Heritage and Citizenship” strand. Students learn about special days in Canada, such as Canada Day and Remembrance Day and recognize important symbols, like the Canadian flag.<sup>34</sup> In the “Canada and World Connections” strand, students study some of the similarities and differences in their local communities with other communities around the world.<sup>35</sup> Grade two students have a significant amount of national content in the “Heritage and Citizenship” strand and a partial amount of local content.

Grade three contains mostly provincial content in both strands. In the “Heritage and Citizenship” strand students study lifestyles of pioneers in Upper Canada and examine aboriginal contributions to pioneer communities.<sup>36</sup> In addition, students compare rural and urban communities in Ontario in the “Canada and World Connections” strand.<sup>37</sup>

In grade four, the “Heritage and Citizenship” strand does not contain any national content instead it focuses on medieval times. Nevertheless, the “Canada and World Connections” strand focuses on Canada and the provinces. Grade four students learn the physical and political components of the country. They examine the major physical regions of the country and how the provinces are interdependent. They also learn about how provincial governments are elected and the services responsible by the province.<sup>38</sup> Overall, the “Canada and World Connections” strand contains a significant amount of national content.

The grade five “Heritage and Citizenship” strand focuses on early civilizations and, hence, contains significantly international content. The “Canada and World Connections” strand, however, examines various aspects of the federal government and the electoral process. Students first examine the country’s three levels of government and compare them to other systems of government. In addition, students do an in-depth study of the federal government including its responsibilities and the various components of government. Students also learn about past and current political leaders and significant political buildings and symbols in the country. Furthermore, students study the immigration process in Canada and explore reasons why immigrants choose to move to Canada.<sup>39</sup> There is a significant amount of national content in the “Canada and World Connections” strand.

The grade six “Heritage and Citizenship” strand focuses on the early interactions of Aboriginal peoples of Canada and early European explorers and how both have contributed to the development of Canada. Students also study the contemporary social, economic, and political concerns of Aboriginal people in Canada today.<sup>40</sup> The grade six “Canada and World Connections” strand examines Canada and its trading partners. Students spend most of their time investigating how the United States influences Canada through such means as trade, media, culture, geography, and technology. In addition, students study Canada’s trading connections to other countries in Europe, the Pacific Rim, Central America, and/or South America.<sup>41</sup> There is a significant amount of national content in the “Heritage and Citizenship” strand and a partial amount of national content in the “Canada and World Connections” strand.

Overall, there are significant amounts of national content found in the “Heritage and Citizenship” sections of grades two and six and minimal amounts in grades one and three. There are also significant amounts of national content found in the “Canada and World Connection” sections of grades four and five and a partial amount in grade six.

### **3.1.7 Manitoba**

The first two grades have significant amounts of local content (refer to table 7A). Grade one students learn about human needs, specifically physical, social and emotional.<sup>42</sup> Grade two students focus on the physical, intellectual, and emotional changes in their lives.<sup>43</sup>

The focus in grade three is community. The first unit in grade three is on the students’ local and immediate community. The second and third units focus on a Manitoban community and the third unit focuses on a Canadian community and/or a world community. The purpose of these units is to compare the student’s own community with other communities which are different from his/her own. The curriculum suggests communities that are culturally and physically different from the student’s local community.<sup>44</sup> Hence, depending on the discretion of the teacher and the location of the school there may or may not be any national content in grade three.

Manitoba’s grade four curriculum, “communities around the world,” has a substantial amount of international content as students study various world communities.

Grade five, a course on contemporary Canada, has a significant amount of national content. It is a physical and political overview of the country reviewing such topics as geography, climate, population distribution, decision-making groups,

regionalism and political factions. All regions of the country are studied including the Western provinces, the North, Ontario, Quebec, and Atlantic Canada.<sup>45</sup>

Grade six basically is a Canadian history course, but with more emphasis on the Western region. Various topics are taught including: French immigrant settlement, British Loyalists, Native Peoples, life in late 19th century western Canada, and life in Canada during the 20th century. Students examine the origins and settlement patterns of Native peoples and the interaction between Europeans and Native people. Students also learn about European settlement and what life was like for immigrants in the early 1800s. In addition, they learn about Canadian life from 1900 to 1930, during the Depression, and since the 1940s. One unit is on life in Western Canada in the late 19<sup>th</sup> century and focuses on such topics as Manitoba becoming a province, the relocation of Aboriginal people to reservations, and immigrant life from 1867 to 1914.<sup>46</sup> There is a significant amount of national content and a minimal amount of regional content in grade six.

Overall, there is a minimal amount of national content in grade three and significant amounts in grades five and six.

### **3.1.8 Saskatchewan**

Grades one and two social studies in Saskatchewan have significant amounts of local content (refer to table 8A). In the first grade the theme is family and students learn mainly about their immediate family. Students focus on family celebrations, responsibilities, and families of the past.<sup>47</sup> The second grade deals with the school and local community. The first two grades deal significantly with local content.

Grade three students compare various communities so they can gain a better understanding of different physical and social environments. Teachers are given the discretion, within certain restrictions and guidelines, to choose which communities they would like for the students to study.<sup>48</sup> Therefore, the communities may be local, provincial, regional, national or international depending on the prerogative of the teacher and the ethnic make-up of the class.

Grade four students learn about the ethnic and cultural make-up of the province. Students study First Nations peoples from the pre-contact era until current day. Some of the topics examined in the course are early European explorers, fur traders, the Metis peoples, and immigrants from all over the world.<sup>49</sup> There is a significant amount of provincial content in grade four.

Grade five is a Canadian studies course covering various topics, including geography, heritage, economics and politics. There are four units, each with a different Canadian focus. The first unit examines Canada's identity through physical and social geography. Students learn, among other things, about the country's climate and vegetation and about various places within the country emphasizing important national and regional symbols and Canadian heroes. The second unit focuses on heritage. Students study some of the major historical events that have helped shape Canada such as, the fur trade, Confederation, the building of the railway, immigration, the First Nations Peoples. In the third unit students learn about the interdependence of the provinces and how the various resources and industries across the country shape the Canadian economy. The final unit in grade five focuses on the federal government and

how Members of Parliament are elected and their responsibilities.<sup>50</sup> There is a significant amount of national content in grade five.

Grade six students study various countries so that they can gain a global perspective on the world. The course is mainly from the Atlantic region and the teacher has the discretion to choose the country or countries for the course.

Overall, there is a significant amount of national content in grade five and there may be a minimal amount in grade three.

### **3.1.9 Alberta**

Alberta's elementary social studies program is divided into three topics, categorized as A, B, and C, for each grade.

In grade one (refer to table 9A), the focus of topics A and B is on family and the local environment, with a substantial amount of emphasis on the student's immediate environment. Topic C focuses on "other Canadian families" and students learn about traditions, including food, music, language, clothing, celebrations, that Canadian families have passed down through the generations.<sup>51</sup> Studying various Canadian families encourages students to appreciate the similarities and differences of living in a multicultural society.<sup>52</sup>

There are minimal amounts of local, national, and international content in grade two. Topic A focuses mainly on the student's immediate environment and how people meet their needs in the local community. Topic B expands on the premise of people meeting their needs by looking at the country as a whole. Students examine three or four different kinds of communities, e.g. farm, town, fishing village, Indian reservation, city,

or suburb. The objective is to learn that people in various Canadian communities have similar needs that may be met in a variety of ways.<sup>53</sup> Topic C is significantly international in grade two and focuses on the needs of communities around the world.

“Communities” is the focus in grade three. Topic A contains predominantly local content as students examine the history of their own local community from the past to the present. Topic B, on the other hand, focuses on the economic interdependence between Canadian communities. Students learn about the exchange of goods and services between selected urban and/or rural communities. Depending on the discretion of the teacher, however, students study selected provincial and/or national communities to become aware of the similarities and differences between Canadian communities. Topic C in grade three examines “special communities”. The selected provincial and/or national communities are special because they perpetuate a distinctive lifestyle and it is hoped that students become culturally sensitive. One case study focuses on a contemporary Native community (Indian, Métis, Inuit) but the others may be provincial and/or national as chosen by the teacher.<sup>54</sup> So the content may be provincial and/or national in topics B and C.

The content in grade four is significantly provincial. Topic A examines Alberta’s geography and people and topic B focuses on Alberta’s history. There is a comparative study of Alberta with Quebec in topic C. This section of the course is meant to encourage Alberta students to develop an awareness of Canada as a bilingual country, and to recognize and appreciate Quebec’s similarities and differences.<sup>55</sup> There is a minimal amount of national content in grade five.



There is a significant amount of national content in grade five. Topic A examines Canada's geography and people. Essentially, this section encourages students to understand the importance geography plays in the lives of Canadians. Some of the material students learn about is the country's physical regions, the major political divisions, and the names of the provinces, territories and their capitals.<sup>56</sup> Topic B in grade five focuses on early settlement and exploration in Canada. Students learn about Native groups as well as renowned historic explorers including Cabot, Cartier, Champlain, Hudson, Frobisher, Kelsey, Radisson, and Groseilliers. Students also learn about French settlers in New France and British settlers in the Hudson Bay area. The objective is for students to appreciate their Canadian heritage and hopefully develop an awareness of the origin of bilingualism in Canada.<sup>57</sup> Topic C examines the economic, linguistic, and cultural links and historical influence that the United Kingdom, France, and the United States have had on Canada.<sup>58</sup>

Grade six students learn about "meeting human needs." The main emphasis of topic A is on local government in Alberta but there is also minor focus on the federal governing bodies in Canada. Students study how Canadians organize themselves through three levels of government to meet some of their needs.<sup>59</sup> Topic B is a study of ancient Greece. Topic C is a study of China and the Pacific Rim. There is a minimal amount of national content in grade six.

All the grades except grade five have at least a minimal amount of national content. Grade five has a significant amount of national content.

### **3.1.10 British Columbia/Yukon**

Social studies courses in British Columbia, between grades one and six, consist of five interrelated curriculum organizers reflecting a multi-disciplinary approach to social studies (refer to table 10A). The five curriculum organizers include: applications of social studies, society and culture, politics and law, economy and technology, and the environment.

The first grade focuses primary on the “local environment” and the “family” with a minimal amount of national content. Students should be aware of the fact that “Canada” exists and that it is an important part of their lives.<sup>60</sup>

The second and third grades have a significant amount of provincial content. The focus at this level is on community – historic and current development, needs, and structure. Students learn about Canada in the “politics and law” section, Canadian symbols and functions and also in the environment section with the geography of British Columbia and Canada.<sup>61</sup> But for the most part, the content focus in grade two the focus is either local or on the province.

The grade four curriculum in British Columbia centers on distinctive cultures, particularly the various traditions of Aboriginal Peoples in Canada. Students learn about the numerous contributions Aboriginal peoples have made to the province and to Canadian society as a whole. As well, students examine the workings of the provincial government and Aboriginal governments.<sup>62</sup> Generally, the grade four curriculum is provincial with a minimal amount of national content.

The content in grade five is significantly national. In order to gain a greater appreciation and understanding of multiculturalism in Canada today, students examine the historic contributions of Aboriginal Peoples, the French and the British to Canadian society. Students also learn about the different governing bodies in the country and the Canadian constitution including the Canadian Charter of Rights and Freedoms.<sup>63</sup>

Grade six has a significant amount of international content - a study of world cultures various governments. At this level the material is from a global perspective, but students do study Canada's role in the international community. For instance, students learn about the trade relationship between Canada and the Pacific Rim.<sup>64</sup> There is a minimum amount of national content in grade six.

Overall in British Columbia, there is a significant amount of national content in grade five with minimal amounts present from grades one to four and in grade six.

### **3.1.11 Northwest Territories/Nunavut**

The first grade focuses on a student's individual and common needs and how these are achieved (refer to table 11A). The second grade continues with the "needs" theme and expands to the "community". Students learn about the "northern" history of community and how most communities were not established until well into the 21<sup>st</sup> century. Both the first and the second grades are significantly local in content.<sup>65</sup>

Continuing with the "northern" theme in grade three, students study different communities in the North. They learn about how those within the region must work together to accomplish their needs and goals.<sup>66</sup> Grade four is a historical course

examining the social and political past of the North.<sup>67</sup> Both grades three and four offer a significant amount of local content.

Grade five is also a “northern” course but it examines present day government and people in the region. Part of the course examines the elements of democracy and there is a minimal amount of national content in this section. The course uses Canada’s electoral system as an example of democracy and compares it to other forms of democratic government.<sup>68</sup>

Grade six examines Canada in a northern context. Students deal with numerous issues, including the prospect of the territories becoming a province, Canada remaining as one country or being subdivided, the political and traditional rights of Aboriginal Peoples, how environmental changes affect Canadians, and the multicultural nature of the country. The course covers the history, geography, and economy of the country. Students also learn about the origins of the Northwest Territories and their political and geographical place in Canada. They learn about territorial political links to Canada and prospects for the future.<sup>69</sup>

Overall, there is a minimal amount of national content in grade five and a partial amount in grade six.

There is a sufficient amount of Canadian studies offered to students across the country but the quantity varies from province to province. Most of the provinces have a multidisciplinary approach (i.e. incorporating local, provincial, national, and international material together) to their elementary social studies curriculum and provide Canadian studies courses earlier in their K-12 programs than provinces (Quebec, Saskatchewan,

and the Northwest Territories) that follow the expanding horizons approach (i.e. moving from the familiar to unfamiliar). The differences in the amount of Canadian studies offered to students across the country are outlined in a provincial comparison of each grade.

## **3.2 A Provincial Comparison**

### **3.2.1 Grade One**

While the majority of provinces begin elementary social studies exclusively from the students' immediate environment, Ontario, Alberta and British Columbia incorporate some national content (refer to table 1B). In Ontario, students study some Canadian figures and important national events in grade one. Students in Alberta learn about their own family traditions but they also study the traditions and customs of other Canadian families that may be distinctive from their own. In British Columbia, students learn about family, school responsibilities and Canada as a nation. These three provinces encourage positive images of the country, and despite its minimal amount, introducing national content at such an early stage starts students thinking beyond their locality.

### **3.2.2 Grade Two**

According to the grade two curricula across the country, most students study their local community (refer to table 1B). Ontario, the only province containing a significant amount of national content, incorporates important Canadian symbols and special days into the "Heritage and Citizenship" strand and their study of local community. It is promising that symbols, such as the Canadian flag, are an integral part of the grade two program in Ontario as it gives students an early start to learning about their country.

Ontario, particularly in and around the city of Toronto, is a multicultural province and by celebrating and incorporating various traditions and holidays into the curriculum students gain an appreciation for the diversity that makes up the Canadian mosaic.

### **3.2.3 Grade Three**

For the most part, all the provinces continue with the “communities” theme in grade three (refer to table 1B). At this level, however, the content focus shifts from the local or provincial perspective to a more national realm. All the provinces, except New Brunswick, Quebec, and the Northwest Territories, have at least minimal amounts of national content in their grade three curricula. Nova Scotia has a significant amount of national content and Prince Edward Island has a partial amount in its grade three curriculum.

It is the first and only time that there is a significant amount of national content in Nova Scotia’s elementary curriculum. Students in Nova Scotia study Canada as a whole and they compare various communities to see how they are similar and different from each other. Unlike most other provinces, Nova Scotia does not have a “pan-Canadian” course in its elementary curriculum covering the entire country’s geography and/or history. While the third grade contains a substantial amount of national content, it hardly compensates for the lack of it in the other elementary grades, particularly at the higher levels where it is recommended most for students.

Students in Prince Edward Island and Newfoundland and Labrador learn about different ways of life in Canada. Prince Edward Island students study their local environment and compare them to various Canadian communities. Newfoundland and

Labrador students mainly learn about provincial communities in grade three, but they also compare them with living in Ottawa. Despite Newfoundland and Labrador's narrow focus on Ottawa, it provides an early opportunity to expose students to a more national perspective on social studies.

In British Columbia the content is mainly provincial but students do learn a variety of Canadian facts. Students examine Canada's diverse heritage, significant Canadian symbols, major landforms and waterways in British Columbia and Canada and identifying and locating the provinces and territories. By placing their province in a national context students are able to gain a greater appreciation for their country.

Manitoba, Saskatchewan and Alberta may or may not contain national content, depending on the communities that the teacher chooses to study. Manitoba students study their own community and compare it with a different Manitoba community and either another provincial, national, or world community. Saskatchewan students also learn about communities but the teacher chooses whether they are local, provincial, regional, national, or international in scope. The content, therefore, may or may not be Canadian. In Alberta, there are three topics taught in grade three. The first is local and the second may or may not have national content. Students compare their own community with a community in Alberta or Canada. The third topic examines a Native community and/or another Albertan/Canadian community. In these three provinces, it is the discretion of the school and/or teacher whether or not to teach various topics from a Canadian perspective. On the one hand, it is encouraging that students may compare their own communities to other communities across the country, but the curricula is also

deceiving in that there are no stipulations that any of the material being compared be Canadian.

#### **3.2.4 Grade Four**

Prince Edward Island and Ontario are the only two provinces with significant amounts of national content in their grade four curricula. Newfoundland and Labrador, Alberta and British Columbia have minimal amounts in their curricula (refer to table 1B).

The theme in Prince Edward Island is learning about the geographical, historical, occupational and ethnic make-up of Canadian communities. Grade four is Prince Edward Island's first and only course in the elementary grades with a significant amount of national content. The course, however, is in-depth and covers a number of subject areas reflecting the entire country. The "Canada and World Connections" strand in the Ontario grade four curriculum focuses on individual provinces and the country as a whole. Students study the major physical regions of the country and examine how they are interdependent of one another. Both Prince Edward Island and Ontario have "quality" Canadian courses emphasizing the entire country in their grade four curricula rather than just part of it.

Newfoundland and Labrador, Alberta and British Columbia have minimal amounts of national content in their grade four curricula. As part of their grade four curriculum, Newfoundland students study select communities of Canada, namely of Alberta. Students learn about numerous cultural events in Alberta and compare them to their own province.



Students in Alberta learn mostly about their province in grade four, however, there is a unit comparing Alberta with the province of Quebec. Students compare the similarities and differences between the two provinces focusing on such things as geography, resources, occupations, leisure activities, language, people and customs. As well, students examine the links that exist between the two provinces and the contributions of the people of Alberta and Quebec to the country's national identity. As outlined in many parts of Alberta's social studies curriculum, students learn more than just the usual geography and history of different parts of the country. Students are given the unique opportunity to better understand Quebec's culture and people from a positive perspective rather than just learning about the "English-French relations" problem as von Heyking describes it.<sup>70</sup> The other provinces may learn from Alberta's progressive approach to incorporating such units as this one throughout their curricula. This approach encourages positive attitudes about Canada, and allows students to gain a better understanding of their country, and hopefully sparks further interest in Canadian studies.

Grade four students in British Columbia also focus on an important issue but instead of examining Quebec students examine Aboriginal people in their province and in Canada. They study various Aboriginal cultures in Canada and demonstrate an understanding of contributions of Aboriginal people to Canadian society. They also examine such topics as traditional Aboriginal technology used in Canada and Aboriginal people's relationship with the land and natural resources.

### **3.2.5 Grade Five**

Six provinces, namely New Brunswick, Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia, have significant amounts of national content in their grade five curricula (refer to table 1B). For these six provinces, grade five is the main “Canadian” course at the elementary level and there is an overview of the entire country in each of the province’s curriculum and for the most part they have similar content. Basically, all the provinces would like their students to gain a deeper appreciation and understanding for many of Canada’s special attributes. New Brunswick, Manitoba, Saskatchewan, and British Columbia all have similar programs looking at issues like regionalism, identity, history, culture, industry, government, natural resources and geography in Canada. These four provinces focus on the entire country, either as a whole or divided into regions, and offer quality national content to students.

Alberta and Ontario also have a significant amount of national content in grade five but from different perspectives than the other four provinces. Similar to Manitoba, Saskatchewan, and British Columbia, students in Alberta learn about such things as Canada’s economy, environment, culture and history. Students, however, also learn about early Native groups, early European explorers and the intercultural relationship that developed among the groups. In addition, students learn about Canada’s invaluable economic and cultural links to the United Kingdom, France, and the United States. Once again, Alberta seems to have gone further than the other provinces in offering students a more rounded Canadian perspective. On the other hand, students in Ontario have an in-depth study of the three levels of government in Canada and the electoral process. The

aim is for students to better understand the responsibilities and interactions among the various levels and how the system differs from other types of government.

Grade five is an important level for Nova Scotia students and the amount of national content available to them in their course work because grade five is the only level with national content other than grade three. Despite its importance, grade five is only partially made up of national content. Students learn about Canadian political institutions and compare them to other types of government around the world. Students also examine cultural and ethnic diversity in Canada.

In Quebec and the Northwest Territories it is the first grade that even a minimal amount of national content is present in the social studies curriculum. Both Quebec and the Northwest Territories still focus significantly on the province, or in the case of the Northwest Territories on the region, but they place them in a Canadian context. For instance, Quebec students examine Quebec's place in the country. In the Northwest Territories, students learn about their regional government but also about Canadian democracy and how it differs from other democratic systems.

Prince Edward Island also has a minimum amount of national content in its grade five curriculum. Students examine their own province, other communities in Canada and places around the world.

### **3.2.6 Grade Six**

All of the provinces, except Nova Scotia and Prince Edward Island, contain at least a minimal amount of national content in their grade six curricula (refer to table 1B). Newfoundland and Labrador, Ontario, and Manitoba contain significant amounts of

national content. New Brunswick and the Northwest Territories contain partial amounts of national content and Quebec, Saskatchewan, Alberta, and British Columbia contain minimal amounts of national content.

Newfoundland and Labrador has a “pan-Canadian” content focus in its grade six curriculum, similar to what many of the provinces had had in grade five. Students study the geographical, cultural, political, economical and historical factors that have shaped the country. Grade six is the first level in Newfoundland and Labrador to have a significant amount of national content. The province has not had more than minimal amounts of national content before grade six and even then it was only present in grades three and four. The lack of consistent coverage of national content in the school reflects poorly on the provincial government.

In both the “Heritage and Citizenship” and “Canada and World Connections” strands of the Ontario grade six curriculum there are substantial amounts of national content. In the “Heritage and Citizenship” strand students learn about Aboriginal peoples and European explorers in Canada. In the “Canada and World Connections” strand students examine Canada and its trading partners. Ontario’s grade six social studies curriculum goes beyond a “pan-Canadian” study of the country as in Newfoundland and Labrador. Perhaps the abundance of national content focus throughout the elementary grades gives Ontario students the ability to plunge deeper into the issues facing Canadians rather than just learning the facts.

Manitoba’s grade six curriculum moves away from the “pan-Canadian” approach of grade five to more a historical look at Canada’s past. Grade six history is from the

perspective of Aboriginal peoples and early European immigrants. In addition to being a Canadian history course, grade six is also a detailed account of the formation of Western Canada.

It is important to make note of Quebec's grade six social studies program. Grades five and six make up cycle three in Quebec's elementary curriculum and there is a minimal amount of national content in this cycle. However, it is the only cycle in the elementary grades containing national content. The focus is primarily on the province and when it is a national focus it usually places it in a provincial context. Nevertheless, there is a section comparing Quebec and Canadian society on the Prairies around 1900.

### **3.3 An Evaluation of the Elementary Programs**

There have been substantial improvements since 1968 when A.B. Hodgetts released his extensive study of Canadian studies and Canadian content, *What Culture? What Heritage?*. Hodgetts found through surveying students, observing teachers, and reviewing government documents that there were not sufficient levels of Canadian content offered in the elementary and secondary curricula.<sup>71</sup> Unlike at the time of Hodgetts' study in 1968, there are now significant amounts of national content found today at the elementary level throughout Canada. As a whole, students across the country are given ample opportunity to learn about Canada. Each province (except Quebec) has at least one grade with a significant amount of national content between grades one and six (refer to table 1B).

Our findings for the elementary grades are similar to those of Rowland Lorimer in his 1984 study *The Nation in the Schools*. Through extensive research of the social

studies curricula, Lorimer concluded that there was evidence of Canadian content and material in the curricula across the country and it was becoming more central to the social studies curriculum.<sup>72</sup> It is reassuring that nearly twenty years after Lorimer's research Canadian cultural content continues to be a central part of the social studies curricula across the country.

The provinces, as a whole, get a passing grade on their national content focus in the elementary curricula. In addition, it is safe to say that the state of Canadian studies will continue to improve, considering the recent updates in the British Columbia and Ontario curricula as they include more national content than in previous curricula. In particular, there are three provinces, Ontario, British Columbia/Yukon, and Alberta that consistently have national content throughout their grades three to six curricula. This refutes the 1993 Senate Standing Committee on Social Affairs, Science and Technology's, *Canadian Citizenship: Sharing the Responsibility*, theory that provinces that entered Confederation after 1867 often developed a more regional or local identity. There is a strong national presence throughout each of these provinces and all of them have at least a minimal amount of national content in each grade. Moreover, Ontario has significant amounts of national content in four out of six grades. Alberta is unique because between grades one to six there is always some sort of national realm to the course content even though it is sometimes in a regional or international sub-context.

The study's findings for the country are positive but there are a few apparent exceptions among the provinces. The difficulty is that there is a discrepancy in the quantity of Canadian studies offered in elementary courses across the country and so

some provinces fair far better than other provinces. Two noteworthy differences, Quebec and the Northwest Territories, have the least amount of national content in their curricula. Quebec only has a minimal amount of national content present in grades five and six. The Northwest Territories has one course with a significant amount of national content (grade six) and one course with a minimal amount (grade five). New Brunswick, however, also has a lot of provincial content in its elementary curriculum. Grade five is the only grade that does have a significant amount of national content, but as the title of the course *History of New Brunswick and Canada* indicates it is in a provincial context. The Atlantic provinces score somewhere in between the best and the worst. Each of the four provinces has one course with a significant amount of national content. Most of them, Newfoundland and Labrador being the exception, have an additional course with a partial amount of national content. Manitoba and Saskatchewan have similar amounts of national content in their curricula as the Atlantic provinces.

Some provinces make concerted efforts to provide students with a significant amount of national content throughout their elementary social studies curricula, while others, in particular Quebec and the Northwest Territories, place more significance on regional or provincial content. By placing importance on provincial content, Quebec and the Northwest Territories reinforce a stronger provincial or regional identity than a national one. Hence, the quantity of Canadian studies offered to students across the country is not equal. In an effort to distinguish the differences in the quantity of Canadian studies available to students each grade is explained individually and the provinces are rated accordingly.

J. L. Granastein wrote in 1998, *Who Killed Canadian History?* that students are more likely to learn about their province or region in history courses than Canada. Seemingly, as far as national history is concerned, there is little evidence of it in the elementary grades across the country. All the provinces have provincial courses wherein students often learn about their provincial or regional history. Similarly, there are “Canada” courses covering many aspects of the country including national history. It is also common for a province to include important historical events, movements or people in a course and show how it is relevant to society today. For instance, in British Columbia’s grade five social studies course students look at the historic contributions of Aboriginal peoples, the French, and the British to Canadian society. Manitoba is the only province with a national history course in its elementary social studies program. Even though it is a national course it is also in the context of Western Canadian history. In many aspects Granatstein is right, there is little in the way of national history being taught across the country. However, there is a significant amount of Canadian studies available to students and in many cases national history, and not provincial history, is one of several national components making up a course.

### **3.4 Summary**

The provinces with the best results for the content of Canadian studies are Ontario, Alberta and British Columbia. Consistently throughout their elementary program they offer truly national content from a variety of perspectives. The reason being is that by offering an array of Canadian courses and integrating national content throughout most of their elementary program, Ontario, Alberta and British Columbia are



not restricted to the boundaries of an all-in-one “pan-Canadian” course covering the entire country. These three provinces consistently provide national content for students, albeit minor in many cases, throughout their entire elementary curricula. Many of the other provinces offer little Canadian material beyond the token “pan-Canadian” course with a significant amount of national content. The “pan-Canadian” courses are general and must cover a substantial amount of material. As a result, students outside of Ontario, Alberta and British Columbia are not likely to receive the same quality of national content as those within because it is not an integral part of their elementary programs.

## **Chapter 4**

### **Intermediate Canadian Studies**

The province-by-province review of the current state of Canadian studies across the country assesses the sufficiency of national content in social studies programs. This chapter examines the intermediate (grades 7-9) social studies programs for each province and territory to see whether there are sufficient amounts of Canadian studies offered to students. There is also a provincial comparison of the Canadian studies programs. Finally, there is an evaluation of the provincial intermediate social studies programs to see whether the provinces have a sufficient amount of Canadian studies.

#### **4.1 Intermediate Social Studies**

While elementary social studies is more general and introductory, students at the intermediate level “students should expand their knowledge of facts, understanding of concepts, and ability to think and reason”.<sup>1</sup> Students at this level are encouraged to think about real problems and situations facing societies and to appreciate the changing dynamics of provincial, national and international issues. The material is taught from a variety of perspectives and some provinces begin to divide geography and history into separate courses.

Each province is assessed individually for national content in their Canadian studies programs.

#### 4.1.1 Newfoundland and Labrador

The intermediate program in Newfoundland and Labrador focuses on topics such as sustainable living, environmental protection, citizenship, multiculturalism, and economic interdependence.<sup>2</sup> The goal is for students to learn about the interlocking features of living in Atlantic Canada, North America, and the World.

Grade seven social studies (refer to table 1A) focuses on *North America* and the special relationship among the countries on the continent. The course emphasizes some key areas that link the countries together including the economy, geography, culture and technology.<sup>3</sup> Since the relationship among the countries is constantly evolving the course also pays particular importance to current events in North America. The content is partially national and partially international (refer to Chapter one, definition of Canadian studies).

The grade eight course, *World Cultures*, focuses on the global community and does not contain any national content.

*Atlantic Canada in the Global Community*, in grade nine, is a regional course, developed in co-operation by the four Atlantic provinces, to give students an opportunity to study the geography, economy, and culture of the region. The course links the regional connections on a national and global scale while still paying attention to the students own province, Newfoundland and Labrador.<sup>4</sup> The grade nine course has a significant amount of regional content and minimal amounts of national and provincial content.

There is a partial amount of national content in grade seven and a minimal amount in grade nine.

#### 4.1.2 Nova Scotia

The grades seven and eight social studies programs have history, geography, and civic components (refer to table 2A). The grade nine social studies course, *Atlantic Canada in the Global Community*, is the same course as the other Atlantic provinces.

In grade seven, students study the northern hemisphere, particularly the features of the North Atlantic and Eastern North America in the geography component. In the history section students examine the early inhabitants of North America up to the Canadian rebellions of 1837. As well, students may study a number of other topics including early European explorers and settlers, the British in North America after 1763, the Great Lake Lowlands, and The War of 1812. The civic section outlines the powers and responsibilities of municipal government.<sup>5</sup> The course is partially national in content (refer to table 2A).

In grade eight, students study the entire North American continent in the geography component. The history section covers Canada from 1837 to the present including responsible government, Confederation, western expansion, World War I, industrialization and World War II. Students study the provincial government in the civics unit.<sup>6</sup> The course is also partially national in content.

Grade nine students in Nova Scotia study the same course as students in the other Atlantic provinces, *Atlantic Canada in the Global Community*. It gives students an opportunity to learn about their culture while learning about the interdependence of the Atlantic region. The five interrelated units include: physical setting, culture, economics

(entrepreneurship unit), technology, and interdependence.<sup>7</sup> It is mainly a regional course but there is a minimal amount of national and provincial content.

There is a partial amount of national content in grades seven and eight and a minimal amount in grade nine.

#### **4.1.3 Prince Edward Island**

Prince Edward Island divides its grade seven and eight social studies courses into two strands - geography and history (refer to table 3A). There are significant amounts of national content in the two history courses.

Grade seven social history compiles the lifestyles of men, women, and children during the pre-contact period up to 1814. Students first study their local community and then they learn about the experiences of people living in early Canadian communities. The course vividly brings to life early community life in New France, Upper Canada, Native settlements.<sup>8</sup>

Grade eight history, *Canada: 1814-1900*, continues with Canada's social developments from where the grade seven course ended. There are major themes considered including economic and social development in the 1820s and 1830s, movements toward political reform, Confederation, the building of the Canadian Pacific Railway, rebellions in the West, and growth and development of Canada during the post-Confederation period.<sup>9</sup>

Grade seven *Geography* is an introductory course and sets the foundation for future courses. It has mostly international content but also contains some local content.

Grade eight geography is a continuation of the grade seven program and also contains a significant amount of international content.

Grade nine social studies, *Atlantic Canada in the Global Community*, was designed by the four Atlantic provincial governments to give all students in the region an opportunity to learn about their own area and to place it in a global setting. Atlantic Canada is rich in culture and heritage and this course offers students an opportunity to study their cultural diversity and rugged landscape. This course also looks at economic activity in the region and how technology has affected industries in the area. As well, students learn how Atlantic Canada is interdependent both within Canada and on a global level.<sup>10</sup> The course is mainly regional in content but there is also a minimal amount of provincial and national content.

There is a significant amount of national content in both grade seven and grade eight history and a minimal amount in grade nine.

#### **4.1.4 New Brunswick**

There is a significant amount of national content in New Brunswick's grade seven social studies course, *Discovering and Settling Canada* (refer to table 4A). There are fourteen units dealing with various topics from the prehistoric period to the 1830s. Students learn about such topics as early aboriginal life, the first European contact, New France, English colonization, Acadia, the Seven Years War, Quebec after the Conquest, the American Revolution, the Loyalists, the War of 1812, and pioneer life to 1830s.<sup>11</sup> The goal is for students to connect the past to better understand the present.

New Brunswick's grade eight social studies course, *Atlantic Canada in the Global Community*, is the same as the other Atlantic provinces grade nine program. Students learn about some of the major issues facing the Atlantic region. The course is designed to accentuate the unique geography, culture, ethnicity and history of the region. Students also look at the economic interdependence of the region in the international arena. The course incorporates a number of disciplines including history, law, economics, political science, anthropology, geography, and sociology. It is basically a regional course with a minimal amount of national and provincial content.<sup>12</sup>

Culture is the main focus of New Brunswick's grade nine course, *Developing a Global Perspective Through Cultural Understanding*. Primarily, students learn about culture in general and then there are a number of units on various countries around the world. It is believed that students gain a global perspective and a better understanding of their own culture by studying a number of international cultures. Some of the countries studied include: Africa, China, Japan, and India.<sup>13</sup> The course is global and contains a significant amount of international content.

There is a significant amount of national content in New Brunswick's grade seven curriculum and a minimal amount in grade eight.

#### **4.1.5 Quebec**

*General Geography* in Secondary I and *General History* in Secondary II are introductory courses containing mostly international content (refer to table 5A). General geography focuses on physical and human characteristics,<sup>14</sup> while general history looks at such things as prehistory and the first civilizations, Athens and Roman times, medieval

society in Western Europe, the Renaissance and European expansion in America, the Age of Revolution, and the twentieth century.<sup>15</sup> There is no national content for Quebec students in social studies between the ages of 11 and 14.

There are six units in Secondary III, *Geography of Quebec and Canada*, covering topics such as the geographic and geopolitical position of Quebec and Canada, mineral and water resources, forest resources and agriculture, energy, population and the regions of Canada. The units focus on Quebec within a Canadian context, on Quebec and Canada, or on Canada as a whole. Students learn about the importance of Quebec's forest resources, agriculture, and energy sources to the economy of Quebec and Canada. A significant amount of attention is paid to Quebec but also to the different regions of the country.<sup>16</sup> Students also learn about the importance of natural resources and the economic activity of each region of Canada.<sup>17</sup> *Geography of Canada* is partially national.

Grades seven and eight only contain international content in Quebec, but there is a partial amount of national content in grade nine.

#### **4.1.6 Ontario**

Grades seven and eight social studies divides its geography and history courses into two separate strands (refer to table 6A).

Ontario's grade seven history course looks at early Canadian settlements from the seventeenth to the nineteenth century and the influence they have made on the development of the country. Students study the importance French culture made in the establishment of New France and the impact other communities may have had on the people of New France. There is also a section on the development of British North



America including the emergence and growth of the United Empire Loyalists and the War of 1812. Finally, students examine the problems that emerged between Upper and Lower Canada, resulting in the rebellions of 1837.<sup>18</sup> There is a significant amount of national content in grade seven history.

In grade seven, students begin to study geography as a separate discipline. The first two units contain mostly general or international content but the last unit has a minimal amount of national content.<sup>19</sup> The final unit focuses on natural resources, particularly those in Canada, and students examine the different ways people use these resources and some of their environmental implications.<sup>20</sup>

Students in Ontario's grade eight history course examine events in Canada from the 1850s to the end of World War I in 1918 and have a significant amount of national content. One section examines the growth of Canada as each province joins the country and the regional interests of different parts of the country. Another section focuses on the development of Western Canada and the varying points of view about its direction of growth from the federal government, Aboriginal peoples, Metis, and immigrants.<sup>21</sup> A final section of the course examines how various groups and individuals have helped shape the political, social and economic landscape of the country.<sup>22</sup>

Students in grade eight geography examine global patterns in human geography (refer to table 6A). Students study population distribution, population characteristics, settlement patterns, and urbanization. This unit is mostly international, but students do examine workplace issues and employment matters in Canada today.<sup>23</sup> Another unit examines various economic systems and uses Canadian trade associations, employment

trends, and economic relationships to illustrate many examples. In addition, students study the economic relationship between Canada and the international community. One final unit is on migration and it identifies movement patterns of people across the country and analyzes the effects migration has had on Canadian communities and the development of the country.<sup>24</sup> While the course mainly examines global patterns in human geography, there is still a partial amount of national content covered.

The grade nine social studies course, *Geography of Canada*, can be taken as applied or academic. The course examines Canada's physical and human geography and contains a significant amount of national content. In both the academic and applied course, students "investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities" so they can understand Canada's diverse geography and its place in the world.<sup>25</sup>

There is a significant amount of national content in grade seven and eight history (refer to table 6A). There is a minimal amount of national content in grade seven geography and a partial amount in grade eight geography. There is also a significant amount of national content in both the academic and applied grade nine geography courses.

#### **4.1.7 Manitoba**

Grades seven and eight social studies have significant amounts of international content (refer to table 7A). Students study human and physical geography in grade seven and according to the grade eight curriculum students study societies from the past, including ancient civilizations and life in early modern Europe.

The grade nine social studies course is for students to receive an overall picture of the country today and to understand some of the factors that helped shaped Canada. The course, *Canada Today - Canadian Studies*, covers geography, politics, history, law and economy. Students learn about the diversity of the country and multiculturalism by studying the different regions. The course outlines the federal and provincial levels of government and how they work together to provide services for Canadians, allowing students to better understand both governments role and their own role as citizens in society. Students also study how laws are made in Canada and that rights and responsibilities are guaranteed in the Charter of Rights and Freedoms. Finally, students focus on the changing national economy and technology and the growing interdependence of the world. The course content is significantly national and helps students better understand their country.

There is a significant amount of international content in grades seven and eight. Manitoba's grade nine course, *Canada Today - Canadian Studies*, contains a significant amount of national content.

#### **4.1.8 Saskatchewan**

Grade seven students learn about Canada's valuable relationship with Pacific Rim countries. Among other things, there is a geographical comparison of Canada and various Pacific Rim countries and students learn the value of renewable and non-renewable resources, technological change and global management.<sup>26</sup> The course is partially national and partially international (refer to table 8A).

In grade eight, students explore what it means to be part of a society. They study a variety of customs and traditions of numerous cultures in an effort to better understand the different ways of life in Canada and the global community. Subsequently, students should become more appreciative of what it means to be a Canadian citizen and value the multicultural nature of the country.<sup>27</sup> The content is partially international and partially national.

Grade nine students learn about how ancient traditions and cultures have helped shape current Canadian society. Students learn how many of the beliefs and customs exercised in Canada today originated in Ancient Middle East, Europe and later in North America.<sup>28</sup> The course is partially national and partially international in content.

There are not any courses with significant amounts of national content in the intermediate grades. Each of these courses has some national and international content.

#### **4.1.9 Alberta**

The goal of grade seven social studies, *People and Their Culture*, is for students to understand and appreciate their own culture as well as other cultures. There is a case study of Japan in which students learn about the major changes in Japanese culture over

the past century and about Japanese trade relations with Alberta and Canada.<sup>29</sup> Students look at Canada's cultural diversity by studying a variety of multicultural groups including Aboriginal Peoples. The course also stresses the importance of Canada's two official languages, French and English, and governmental policy on multiculturalism. Grade seven students focus on people and their culture.<sup>30</sup> In *People and Their Culture* there is a minimal amount of national content (refer to table 9A).

Grade eight social studies, *History and Geography in the Western Hemisphere*, is an opportunity for students to study some of the physical, economic and historical connections between the United States and Canada. Topics focus on some of the major changes in Canada throughout the years and how the country has grown into a nation. Students learn how the French and British influenced Canada's development and eventually made the way for Confederation. Students also study significant political figures of Canada and memorable milestones in the country's history, such as the evolution of bilingualism.<sup>31</sup> The course is partially national in content (refer to table 9A).

In grade nine social studies, *Economic Growth: Differing Perspectives*, the first two parts of the course focus on the United States and the former Soviet Union. Both topics are significantly international in content. The third section of the course, however, outlines how both public and private sectors have contributed to Canada's economical growth and technological change over the years. The course shows how these changes have improved the quality of life in Canada, changed the methods in which people work, and has made the country more globally interdependent.<sup>32</sup> Topic C is significantly national in content.

There are minimal amounts of national content in grades seven and nine and a partial amount in grade eight.

#### **4.1.10 British Columbia/Yukon**

In British Columbia, grades seven to nine social studies courses (refer to table10A) continue with the same structure - society and culture, politics and law, economy and technology, and the environment - as the elementary grades.

The grade seven course has a significant amount of international content, focusing mostly on ancient world civilizations and cultures. Grade eight, *Civilizations 500-1600*, covers the medieval and Renaissance societies and has a significant amount of international content.

Grade nine social studies, *Europe and North America 1500-1815*, examines the early lifestyle in Aboriginal communities and in both French and British colonies. It is an opportunity for students to learn about colonialism, imperialism, nationalism, and revolutions in England, France, and America. Students also learn about exploration and trade, geographic regions of North America and Aboriginal people's relationship with the environment. Moreover, students analyze the political and legal roots of the country.<sup>33</sup> Hence, the grade nine social studies course is mostly international with a minimal amount of national content.

In British Columbia, grades seven and eight have significant amounts of international content in its social studies program. There is a minimal amount of national content in grade nine.

#### **4.1.11 Northwest Territories/Nunavut**

Grade seven social studies, *The Circumpolar World*, focuses on circumpolar geography and how social, political, technological and economic changes have influenced the area. There is also a section assessing Canada's cultural, political, and economic links to other circumpolar countries. There is a minimal amount of national content in grade seven but the "Northern Studies" theme is found throughout the course (refer to table 11A).<sup>34</sup>

The grade eight social studies course, *The Changing World*, examines ancient societies, middle societies, and modern societies.

The grade nine social studies course, *The Growth of Canada*, is an introductory course on the study of Canada and contains a significant amount of national content. There are three sections to the course covering the geographical regions of the country, Canada's history up to 1912, and Canada's relations with the United States. The course covers Canada's geography, history, and Canada-United States relations extensively while always putting the topics within a northern context.<sup>35</sup>

There is a minimal amount of national content in grade seven and a significant amount in grade nine.

#### **4.2 A Provincial Comparison**

On the whole there is a sufficient amount of Canadian studies throughout the intermediate level. The majority of provinces offer students at least one course with a significant amount of national content. However, the quantity of Canadian studies courses varies from province to province (refer to table 2B). As well, many provinces

include national content in their international, regional, and provincial programs making them more Canadian resulting in unique or unusual courses and giving a well-rounded education. There are many similarities, however, between the provinces and so a comparison is made within each grade.

#### **4.2.1 Grade Seven**

All the provinces except Quebec, Manitoba, and British Columbia/Yukon have at least a minimal amount of national focus in their grade seven curricula. Manitoba, Quebec, and British Columbia/Yukon do not have any national content focus in the intermediate level until grade nine (refer to table 2B).

Prince Edward Island, New Brunswick, and Ontario all have significant amounts of national content in their grade seven curricula dealing mainly with life in Canada up to the early 1800s. The three provinces cover topics such as New France, Upper and Lower Canada and the War of 1812. Prince Edward Island's curriculum focuses on the social history of the country during the period including the lifestyles of the people. Similarly, Ontario's curriculum shows how the new settlers from Europe laid the cultural foundation of the country and how they interacted with Aboriginal peoples and how in turn these early interactions played a major role in the development of Canada. By learning about the history of the country students should be able to analysis such topics as multiculturalism in the country today and issues of cooperation and conflict surrounding it. Students can connect the past to better understand the future.

Newfoundland and Labrador, Nova Scotia, and Saskatchewan all have partial amounts of national content. Newfoundland and Labrador focuses on North America and



the important links between the countries. Nova Scotia also looks at North America but the focus is more on geography and early developments up to the 1830s.

Alberta's grade seven curriculum has a minimal amount of national content. The course is different from the other provinces because it focuses on various cultures including Japanese culture but it also looks at the multicultural aspects of Canada. The course encourages students to learn about other cultures and to appreciate multiculturalism in Canada. The Northwest Territories also has a unique grade seven program helping students appreciate their geographical location by comparing Canada to other circumpolar countries. Ontario's grade seven geography course focuses on the nation's natural resources.

#### **4.2.2 Grade Eight**

Prince Edward Island, New Brunswick, and Ontario, as with their grade seven curricula, all have significant amounts of national content. Nova Scotia, Saskatchewan and Alberta all have partial amounts of national content. Five of the other provinces do not contain any national content and the course material is based on ancient civilizations and other international content (refer to table 2B).

Prince Edward Island, New Brunswick, and Ontario continue with Canadian history from where the grade seven programs finished. These three provinces study important political and social events from the middle 1800s until the twentieth century. While Prince Edward Island's program ends its coverage at the turn of the century, Ontario and New Brunswick include events up to World War II. The provinces look at issues such as regionalism and foreign policy.

Nova Scotia, Saskatchewan, and Alberta all have partial amounts of national content in grade eight. Similar to Ontario, New Brunswick, and Prince Edward Island, the Nova Scotia curriculum covers Canadian history from the mid 1800s until present day. However, the course also looks at North American geography and aspects of the provincial government. The program in Saskatchewan is different from the other provinces because the students examine various cultures and relate them to the multicultural life in Canada.

Alberta's grade eight course mainly looks at the close relationship between the United States and Canada, but in doing so the course outlines many factors that led up to Confederation and important events afterwards. The course is unique because students get a different perspective on Canadian history

#### **4.2.3 Grade Nine**

All the provinces have at least a minimal amount of national content in their provincial social studies curricula (refer to table 2B). It is the first time since grade six that Manitoba and the Northwest Territories have a significant amount of national content in their curricula.

Manitoba has an all-inclusive Canadian studies course covering many disciplines including geography, politics, history, law, and history. The grade nine curriculum covers numerous topics including issues on Canadian law, the economy, regionalism, multiculturalism, and provincial and federal politics.

As with Manitoba, the Northwest Territories has a course in grade nine in which students examine the geography of the country, some of the country's early history, and

some of Canada's international connections, particularly with the United States. The grade nine course is critical because it is one of the few courses with a significant amount of national content. The course, however, always places the topics in a northern context "in order to ensure continuing relevance and usefulness".<sup>36</sup>

The grade nine programs in Quebec and Ontario examine the country's geography. Ontario's program has a significant of national content and looks at all the regions of the Canada. In Quebec, the program examines Canada but also Quebec. The curriculum is partially national.

Even though Alberta's grade nine course only has a minimal amount of national content it gives students a unique outlook on the Canadian economy. The course looks at different economic perspectives from around the world and compares them with Canada.

The four Atlantic Provinces work together in developing a Common Curriculum in a number of core subject areas including mathematics, science, language arts, and social studies. Unlike mathematics and science, social studies does not follow a specific format or formula and it may encompass a number of disciplines. The Atlantic Provinces have developed a course in grade nine, *Atlantic Canada in the Global Community*, which covers many of the social, cultural, economical and physical features of the region. The region's culture is rich and unique and the course gives students an opportunity to learn some of the similarities and differences among the provinces. The course also emphasizes the economic interdependence in the region particularly among each other and the region's global role. While it is a regional course each province places emphasis on its own province.

### **4.3 An Evaluation of the Intermediate Programs**

Similar to elementary social studies, the findings for the intermediate grades show a sufficient amount of Canadian studies in intermediate social studies programs across the country (refer to table 2B). Five provinces including, Prince Edward Island, New Brunswick, Ontario, Manitoba, and the Northwest Territories, have at least one course with a significant amount of national content. Newfoundland and Labrador, Nova Scotia, Quebec, Saskatchewan, and Alberta have at least one course with a partial amount of national content. British Columbia has one course with a minimal amount of national content. Therefore, the majority of provinces have significant or partial amounts of national content in their intermediate program.

The results of the study are positive and national content is present as a single Canadian studies course or integrated with provincial or international content. Nova Scotia, Prince Edward Island, Ontario, Saskatchewan and Alberta consistently have national content throughout their social studies program. Ontario offers students a significant amount of national content in courses in all three of the grades. Saskatchewan offers a partial amount in each of the three grades. Prince Edward Island has a significant amount of national content in two out of three intermediate grades.

Considering the fact that there are sufficient Canadian studies course offered across the country, it is not surprising there is a strong emphasis on national identity. The Canadian studies national content curricula (refer to table 1B) shows a consistent amount of national content focus throughout each grade. The only places where regional or provincial content focus is present are in the Atlantic provinces, Quebec, and the Northwest Territories. The four Atlantic provinces have developed a regional course,

*Atlantic Canada in the Global Community*, for their grade nine (grade eight in New Brunswick) social studies curricula. Students learn about the interconnections among the provinces in the region with the rest of the country and the world. The course does strengthen the students' regional identity, but it does not seem to be at the expense of their national identity. In fact the course encourages students to be in touch with their Atlantic roots but within a national and international context. The one course Quebec has with national content in grade nine, *Geography of Quebec and Canada*, also has a lot of provincial content. The Northwest Territories has a "northern" theme throughout its grade seven course, *The Circumpolar World*. There is a strong provincial presence in Quebec and regional presence in the Northwest Territories throughout their entire K-12 programs. However, by the majority of provinces providing students with a sufficient amount of Canadian studies they are encouraging a stronger national identity.

As far as J.L. Granatstein's fears of little national history offered to students across the country, they seem legitimate at the intermediate level. There is national history offered to students at the intermediate level but it certainly is not available to all students across the country. For instance, Newfoundland and Labrador, Quebec, Manitoba, Saskatchewan, Alberta, British Columbia and the Northwest Territories do not offer any Canadian history courses. The four other provinces, Nova Scotia, Prince Edward Island, New Brunswick, and Ontario offer extensive national history courses dealing with many topics such as the early inhabitants of the country, Confederation, the Canadian Pacific Railway, and development of Canada during the post-Confederation

period. Nova Scotia, Prince Edward Island, and Ontario offer two national history courses (national history components in Nova Scotia's case) at the intermediate level.

The results, however, may not be as grim as Granatstein might have one expect. First of all, there are more national history courses offered in more provinces at the intermediate level than at the elementary level. Second, as at the elementary level there are sections of Canadian studies courses containing national history. This may be seen, for instance, in the Northwest Territories grade nine course, *The Growth of Canada*, wherein students examine the nation's history up to 1912. Third, there is no evidence of more provincial or regional history courses offered to students over national history courses.

#### **4.4 Summary**

For the most part there is strong evidence of Canadian studies throughout the intermediate programs (refer to table 2B). Three notable exceptions are Quebec, Manitoba, and British Columbia. Manitoba offers Canadian Studies in grade nine but grades seven and eight have only international content. Unlike its elementary program with at least a minimal amount of national content in all the grades, British Columbia offers only courses with international content at the intermediate level. Hence, the quantity of Canadian studies varies from province to province.

## **Chapter 5**

### **Senior High Canadian Studies**

This chapter examines the graduation requirements and national content in senior high Canadian studies curriculum for each province. The provinces are compared and evaluated according to the quantity of Canadian studies offered to students across the country. There are sufficient Canadian studies courses available to senior high students. Similar to earlier grades, the majority of provinces offer students at least one course with a significant amount of national content, and in many cases these courses are compulsory.

#### **5.1 Senior High Social Studies**

The senior high level is more advanced than previous levels and students are encouraged to put into practice some of the social studies skills they learned in the elementary and intermediate grades. Unlike previous grades, students are “encouraged to use their capacity to assess ideas, test ideas in new situations and differentiate between what is possible and what is attainable.”<sup>1</sup> Hence the curriculum reflects a number of disciplines in which the course material is more complex and detailed than in previous grades. At this level, some of the courses are compulsory while others are optional. As well, many of the provinces offer their students a fair amount of discretion in fulfilling their course options.

Each province is assessed individually for their social studies graduation requirements and national content in Canadian studies courses.

### **5.1.1 Newfoundland and Labrador**

Newfoundland divides its senior high courses into three categories: Canadian studies, world studies, and economics. Each course, however, is not given the same level of certification. Some courses are worth two credits, while others are worth only one credit. More time is allotted to the two credit courses, meaning it is taught every day instead of every second day like the one credit courses. Students in Newfoundland need four social studies credits to graduate high school; two credits must come from world studies and two must come from Canadian studies. There are five social studies courses with significant amounts of Canadian content offered in high school at the grade 10 and 11 levels. Of the five courses offered, three courses are worth two credits and two are worth one credit.<sup>2</sup> Hence, students have the option of taking two one credit courses or one two credit course in high school to meet the graduation requirements.

There are ten high school social studies courses offered to students in Newfoundland (refer to table 1A). Five of those courses have a significant amount of national content and five more contain a significant amount of international content (refer to Chapter one, definition of Canadian studies).

#### **5.1.1.1 Grade Ten**

In grade ten, students may take *Canadian history* and *Canadian geography*, both contain significant amounts of national content (refer to table 1A). *Canadian history* focuses on the factors leading up to Confederation and the early beginnings of the Canadian political system. The course continues to follow the country's economic and social developments over the next century and its involvement in the two world wars.



Finally students have an opportunity to learn about Canada in the late twentieth century including constitutional change and the country in a global context.<sup>3</sup> The course provides students with a strong knowledge of Canadian history from the mid-1800s up to present day.

*Canadian geography*, offered in grade ten, covers a wide range of geographical components including the physical, biotic, and human environments that influence the country. Some specific topics covered in the course are geographical location, regional diversity, climate, vegetation, and natural resources. The course also examines Canada's involvement internationally through its role in global markets, environmental commitments and sustainable living.<sup>4</sup>

#### **5.1.1.2 Grade Eleven**

*Canadian economy*, *Canadian law* and *Canadian issues* are all offered in grade eleven. Each of these courses has a significant amount of national content (refer to table 1A). *Canadian economy* is an introductory course aimed at encouraging students to study some of the country's economic issues including employment and unemployment, the public and private sector, inflation and personal income. The course also outlines how the Canadian economy is interdependent on international trade markets and global events.<sup>5</sup>

*Canadian law* outlines the workings of the country's legal system. The course covers various aspects of the law in a basic but thorough manner so students can gain a better understanding of their role and their rights in society. Students learn about the rights, freedoms, and responsibilities of Canadian citizens in the Charter of Rights and

Freedoms. The course also looks at how laws are made in Canada and the important role elected Members of Parliament play in the process. Some other types of law covered in the course are criminal law, business law, family law, and civic law.<sup>6</sup>

*Canadian Issues*, another course option for students with a significant amount of national content, outlines current political, geographical, and socio-economic issues across the country. One unit emphasizes some of Canada's cultural and social concerns including human rights, racism, aging and multiculturalism. A second unit focuses on some of the political and legal issues of the country including federal-provincial relations, democratic and legal processes, and labour management. Canada's economic and environmental concerns are covered in another unit through topics such as regional economic development and disparity, entrepreneurship, employment and unemployment, environmental management, and global trade. A final unit focusing on Canadian international concerns, looks at Canada's role as a peace-keeper, its place on the global market, and its involvement with the United Nations.<sup>7</sup> Many of the issues covered *Canadian Issues* affect the daily lives of Canadians and so the course enables students to put some of their concerns into perspective.

#### **5.1.1.3 Grade Twelve**

Each of the four courses offered in grade twelve are world studies courses and only contain international content.

Overall, there are five social studies courses with a significant amount of national content offered to students in grades ten and eleven. Students must choose from these courses to meet the required two Canadian studies credits for graduation (refer to table 1A).

### **5.1.2 Nova Scotia**

In Nova Scotia there are eighteen required credits for graduation. Of the eighteen credits students must complete, one must come from global studies and one must be from social studies course. The social studies credit may come from African Canadian studies, economics, geography, history or Mi'kmaq Studies. There are a number of courses with significant amounts of national content in grades eleven and twelve (refer to table 2A).

#### **5.1.2.1 Grade Ten**

Three of the courses offered in grade ten have significant amounts of international content and no national content.

Students may also take Mi'kmaq Studies in grade ten and study the cultural, social, spiritual, political issues of the Mi'kmaq people.<sup>8</sup> However, the course contains mainly provincial content.

#### **5.1.2.2 Grade Eleven**

There are two geography courses offered in grade eleven with significant amounts of national content (refer to table 2A), *Contemporary Canadian Geography* (academic) and *Geography of Canada* (graduation). In *Contemporary Canadian Geography* students study the country's regions and climate and they deal with various themes including economic development, pollution, urbanization, resource development, changing

technology, and rural life. Students learn about the unique Canadian natural and cultural landscapes in *Geography of Canada* as they study these six areas of the country: the Atlantic region, the Great lakes (St. Lawrence Lowlands), the Canadian Shield, the Continental Interior, Western Mountains and Coasts, and the Far North.<sup>9</sup>

Grade eleven also offers an *African Canadian Studies* course that focuses on the history of the people of African descent in Canada. This interdisciplinary course concentrates on the geography, history, economy, political science and sociology of African Canadian people in Canada. Students examine topics from pre-colonial African society to current issues facing African Nova Scotians.<sup>10</sup> The course is partially national in content.

Grade eleven *Economics* is an introductory economics course dealing with numerous issues from the local to national financial areas. The course contains a significant amount of national content and topics such as local unions, the three levels of government, public sector spending and taxation are examined. Free enterprise, labour movement and the interdependence of the Canadian economy are also important issues in the course.<sup>11</sup>

### **5.1.2.3 Grade Twelve**

There are two history courses with a significant amount of national content, *North American/Canadian History* (academic) and *Canadian History* (graduation) (refer to table 2A). In *North American/Canadian History* the course may be taught from four different perspectives: a survey of North American history, Canadian-American relations, Canadian history from a centralist point of view, and Canadian history from a

Maritime perspective. Therefore, depending on which approaches are used to teach the course there may be a significant amount of national content or a partial amount.

However, the course outline stresses the importance of students understanding the political, constitutional, and military aspects of Canadian history while incorporating the economical, social, and cultural aspects of the country.<sup>12</sup> Some current topics students may analyze in the course are constitutional issues, Canadian unity, and Quebec self-determination.

Students of *Canadian History* examine the social, cultural, political, constitutional, military and economic aspects of the country both before and after Confederation. The course incorporates related topics of American history when appropriate as well as the importance of the Atlantic Canadian role in national events.<sup>13</sup>

Three course options students have in grade twelve, *Law*, *Political Science*, and *Sociology*, contain significant amounts of national content. Besides learning about the Canadian legal system in *Law*, students should also gain a basic knowledge of the process of law and its functions in society. As well, students analyze crimes and criminal control, injuries and wrongs, human rights, property rights, promises and agreements, business relations, and courts and trials. Students of *Political Science* in grade twelve, among other things, should gain a basic knowledge of politics and a clearer understanding and appreciation of Canadian politics. *Sociology* gives students insight into some of the sociological concerns facing Canadians. Students may examine sociological issues like women in Canadian society, national crime rates, poverty, minority groups, and Canada's future.<sup>14</sup>

Mi'kmaq Studies is also offered in grade twelve and students learn about the history and contemporary issues in Mi'kmaq society. Some topics include: justice, self-determination, political autonomy, education and schooling, family, social and political organization, native rights, spiritual principles and personal group identity.<sup>15</sup>

The grade twelve *Geography* course focuses on rural and urban settlement patterns both inside and outside of Canada. Students learn about human-environment relationships and how past events have influenced settlement patterns. There is special emphasis on Atlantic Canada.<sup>16</sup>

Overall, students are given a fair amount of discretion in meeting their graduation requirements for social studies and they have ample opportunity to take numerous courses with a significant amount of national content in grades eleven and twelve.

### **5.1.3 Prince Edward Island**

Prince Edward Island does not have any specified social studies courses required for graduation. Of the 18 courses offered in grades ten through twelve students are only required to take two social studies courses at the senior high level (refer to table 3A).<sup>17</sup>

#### **5.1.3.1 Grade Ten**

Of the five social studies courses offered in grade ten, four have a significant amount of national content. Since one is academic, two are general and one is practical, all students have an opportunity to take the courses.

*Geography of Canada* (academic) examines the major cultural and physical patterns of the country. The course is organized into three sections: Canada Studies,

Canada and the World, and the Built Environment. *Canadian Geography* (general) focuses on the physical geography of all the regions of the country.<sup>18</sup>

*Canadian Studies* examines various themes from the post-Confederation period including English-French relations, law, Canadian-American relations, Canada's role in the global community, and the government of Canada.<sup>19</sup>

*Practical Social Studies* is designed for lower level grade ten students who find the general or academic programs too difficult. The course covers various areas from the social sciences with a major emphasis on Canadian topics and materials.<sup>20</sup> Students learn about current affairs in the country, citizenship topics, Canada's legal system, Canadian history, and Canadian geography.

#### **5.1.3.2 Grade Eleven**

Of the eight courses offered to students in grade eleven, three have a significant amount of Canadian content.

*Canadian Law* (general) and *Canadian Law* (academic) are designed "for students to develop a fuller understanding of the Canadian legal system."<sup>21</sup> There are significant amounts of national content in both of these two courses. Students study the various laws in the country and learn how important they are in the lives of Canadians.<sup>22</sup> *Introductory Politics*, on the other hand, looks at the basic forms of government, and the political structure and process of the Canadian government.<sup>23</sup> *Practical Social Studies* is an overview of the geography, history, and society of Canada's place in North America and the world.<sup>24</sup> All of these courses have significant amounts of national content.

The other three courses offered in grade eleven have significant amounts of international content in their courses.

#### **5.1.3.3 Grade Twelve**

Of the eight social studies courses offered in grade twelve, none have a significant amount of national content (refer to table 3A). Three of the courses, however, have a partial amount of national content and are academic courses. The rest of the courses are mostly international.

*Introductory Economics* examines microeconomics and macroeconomics in a national context. Students learn about the market, financial institutions in the Canadian economic system, labour relations and the role of government.

*Canadian History* focuses on Canada's place in North America and encourages students to explore the similarities and differences between Canadian and American history. The history is outlined from the sixteenth and seventeenth century period of contact between European and native groups to the current concerns of the twentieth century. The four major themes studies are: The New World Experience; The Emerging Nations; The Industrial State; and Contemporary North America.<sup>25</sup>

*Advanced Political Studies* is divided into two parts: the development of Canada's political system and party leadership in Canada and a comparative study of Canadian, British, and American governments.<sup>26</sup>

Overall, students may take a number of courses with national content in grades ten through twelve. Most courses are international in grade twelve but three have partial amounts of national content.



#### **5.1.4 New Brunswick**

There is only one social studies course required for high school graduation in New Brunswick and it must come from one of the grade eleven history courses (refer to table 4A).

##### **5.1.4.1 Grade Ten**

The grade ten social studies course, *Ancient/Medieval History: Prologue to the Present*, contains international content.

##### **5.1.4.2 Grade Eleven**

The three *Modern History* courses 111, 112, and 113 contain significant amounts of international content. *Modern History* 111 examines modern European history, *Modern History* 112 examines the west in the modern world and *Modern History* 113 examines major of the 20<sup>th</sup> century. These are history courses from a global perspective and do not contain national content.

*Physical Geography* 110 is a study of the physical features of the earth and their effects on mankind. This course also does not contain any national content.<sup>27</sup>

##### **5.1.4.3 Grade Twelve**

There are numerous elective, but not compulsory, social studies courses offered in grade twelve containing national content (refer to table 4A). These courses may be chosen among the seven electives required for high school graduation.

New Brunswick has three courses with significant amounts of national content. Firstly, *Canadian Geography* examines the connection between Canada's physical environment and culture and how environmental issues are important to Canadians.<sup>28</sup>

Secondly, *Canadian History* looks at various Canadian themes over the past century including constitutional (dilemma or identity), social (ethnic clash), and economic (economic nationalism versus economic internationalism).<sup>29</sup> Thirdly, *Canadian History 120* is a historical study from Post-Confederation up to the present. The curriculum is organized into four sections including: the Macdonald era from 1867-1896, Canada's century begins from 1896-1920, new challenges and ideas for the country from 1920-1945, and Canada and the global community from 1945-present. The course places special emphasis on a selection of topics including English-French relations, Aboriginal Peoples, continentalism, regionalism, and Canadian identity.<sup>30</sup>

New Brunswick's introductory political science course, *Political Science 120*, is designed so students will understand various political ideologies and systems, as well as, will be able to assess the merits of each and to make comparisons, particularly with respect to the Canadian system.<sup>31</sup> This course is partially national and partially international.

*Native Studies 120* is designed to assist students to develop an appreciation of Maliseet and Micmac cultures and of their many contributions in the development of Canada in general and the Maritimes in particular.<sup>32</sup> This course is mainly regional in content but contains a minimal amount of national content.

Overall, there are four courses in grade twelve with a significant amount of national content and one course with a partial amount of national content. The courses are varied and cover history, geography, economics, and political science. Unfortunately, these courses are electives and are not required for graduation. The required history

course for graduation is offered in grade eleven and has a significant amount of international content.

### **5.1.5 Quebec**

Students must complete grade ten and eleven social studies in order to graduate (refer to table 5A).

#### **5.1.5.1 Grade Ten**

All Secondary IV students are required to take *History of Quebec and Canada* so that students can better understand “the evolution of Quebec society within the Canadian, North American and Western contexts.”<sup>33</sup> Since it is the only required history course in high school, it is a comprehensive overview of Quebec and Canadian history from the country’s origins up to present day.<sup>34</sup>

The course consists of three periods including the French regime in Canada, the British regime in Canada, and the contemporary period. The first period, the French Regime, examines the development of the St. Lawrence colony and Canadian society during the French Regime. The second period, the British regime, focuses on the conquest, the start of British rule and the beginnings of Parliamentary government. The general objectives are to understand the effects of the Conquest and the American Revolution on the St. Lawrence colony and to understand the socio-economic changes and clashes that marked the early stages of parliamentary government. The last period, the contemporary period, is aimed at the new developments in Quebec and Canada in the second half of the 19<sup>th</sup> century, to understand the main economic, political, and social factors that marked the second phase of Quebec’s place in society since 1939.<sup>35</sup>

#### **5.1.5.2 Grade Eleven**

Quebec's grade eleven course, *Economic Life*, only contains international content.

Overall, Quebec stresses the importance of students understanding their provincial and local roots (refer to table 5A) throughout its social studies curriculum. In spite of this, the province makes its grade ten *History of Quebec and Canada* course compulsory for all students to graduate.

#### **5.1.6 Ontario**

In order to meet high school diploma requirements students must successfully complete thirty credits, eighteen of which are compulsory for students. One of the compulsory courses is *Canadian geography* in grade nine and another is *Canadian history* in grade ten. Students are also required to take *Civics* (half credit) in grade ten.<sup>36</sup> In addition, students may choose to take grade eleven and twelve courses in Canadian and world studies (refer to table 6A). However, these courses are optional since students are only required to take one additional credit in either English, a third language, social science, or Canadian and world studies.

##### **5.1.6.1 Grade Ten**

Grade ten history, *Canadian History in the Twentieth Century*, is compulsory and is offered to students in both academic and applied programs. The course focuses on the events and personalities that have shaped our nation over the past hundred years. As well it explores some of the factors that shape the country's identity including social, political and economical changes throughout the years. In addition, significant emphasis is placed on Canada's foreign policy, French-English relations, and technological changes in the

country.<sup>37</sup> Both the academic and advanced courses contain a significant amount of national content.

Grade ten *Civics* contains a significant amount of national content as it sets out to show what it means to be an informed citizen in a democratic society, particularly in Canada. Students learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students study social change and decision-making processes in Canada.<sup>38</sup>

#### **5.1.6.2 Grade Eleven**

Ontario offers three courses, *Canadian History and Politics Since 1945*, *Law*, and *Canadian Politics and Citizenship*, with significant amounts of national content (refer to table 6A). There are also a number of courses in grade eleven with partial and minimal amounts of national content.

Ontario's grade eleven program offers a number of nationally oriented courses. One of these courses, *Canadian History and Politics Since 1945*, is open to both students intending to go to college and those planning to enter the workplace immediately after high school. Among other things the course deals with the most important social, political, economical and multicultural issues in Canadian history since the end of World War II. As well, students study how the country has evolved while dealing with labour concerns across the country, human rights issues, interdependence, globalization, and technological changes.<sup>39</sup> Many of these issues are still pertinent today and students are encouraged to discuss their relevance to current Canadian society.

The two law courses offered in grade eleven also contain a significant amount of national content. One course is for college-oriented students and the other one is for students planning to enter directly into the workplace, both are called *Understanding Canadian Law*. The courses explore legal issues relevant to students' lives. Students study the Canadian legal system and are encouraged to analyze legal issues and to develop informed opinions through research, debates, and mock trials.<sup>40</sup>

Another course in grade eleven, *Canadian Politics and Citizenship*, looks at how citizens play an important role in the political process. The course examines the power of interest groups and how they influence government policy making. Students consider how well the country's political institutions are in meeting the needs of citizens and running the country effectively.<sup>41</sup> This course also contains a substantial amount of national content.

The course content in, *The Individual and the Economy*, is partially national as students learn economic concepts and models and methods of economic inquiry and research relating to the Canadian economy to help students make informed decisions in a mixed economy.<sup>42</sup>

There are three courses in grade eleven with minimal amounts of national content. In *Geographic Patterns and Issues*, students learn about the geographical importance of the Americas, from northern Canada to southern South America. In *Geographics: The Geographer's Toolkit*, students examine the use of geo-technologies in the workplace, with an emphasis on applications relevant to business, government, and the local government.

*American History* focuses on American social, political, and economic history from the colonial period to the present. In addition, the course emphasizes the important roles many groups and individuals have played throughout American history. Students also study the cultural and economical impact the United States has had on Canada.<sup>43</sup> There is a minimal amount of national content in *American History*.

#### **5.1.6.3 Grade Twelve**

There is one course in grade twelve, *Canada: History, Identity, and Culture*, containing a substantial amount of national content (refer to table 6A). The course focuses mainly on Canada's cultural and historical roots and the evolution of a modern national identity. Students learn how modern Canada has developed from the interaction of Aboriginal peoples, the French, the English, and subsequent immigrant groups. This course enables students to evaluate major social, economic, and political changes in Canadian history from the pre-contact period to the present day. The understanding students gain through their examination of Canada's historical and cultural roots will help them to formulate a definition of what it means to be Canadian.

Three other courses contain partial amounts of national content. In *Canada and World Issues: A Geographic Analysis* students learn to use geographic skills, concepts and methods to better understand the growing interdependency of Canada and the world. Some of the issues students examine include economic interdependence, geopolitical conflict, regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems. Students learn about Canadian law from a social, political, and global perspective in the course *Canadian and International Law*. In

addition to examining the historical and philosophical beginnings of law students also explore legal issues and develop researching skills. Finally, *Canadian and World Politics* students learn about Canada's role in international decision-making and its attempts at trying to settle conflicts around the world. As well, students examine the rights and responsibilities of individuals, groups and states on a global level and from a variety of political perspectives and ideologies.

Overall, students in Ontario are required to complete two social studies courses in grade ten with significant amounts of national content. In addition, students have the option of taking three courses with national content in grade eleven and one in grade twelve. There are also a number of courses offered with partial amounts national content in grades eleven and twelve.

#### **5.1.7 Manitoba**

Of the twenty-eight credits students are required to fulfill in order to graduate, two are social studies courses. Students must complete grade ten and eleven social studies (refer to table 7A).<sup>44</sup>

##### **5.1.7.1 Grade Ten**

Students in grade ten study the physical and social environments of North America. In particular, students examine the interrelationships between Canada and the United States. The course deals with various issues including trade, resource development, economic dependency, regionalism, agriculture, and culture. Students learn how parts of Canada are interconnected to the United States through the economy and culture.<sup>45</sup> Grade ten is partially national and partially international in content.



#### **5.1.7.2 Grade Eleven**

*Canada: A Social and Political History* is a historical study of settlement and immigration patterns across the country and since Aboriginal Peoples are the First Peoples of the country, students also consider their origins and their importance to Canadian history. There is a study of the various waves of immigration from France, England and other parts of the world and an examination of the history of Upper Canada, Lower Canada, and the Atlantic colonies up to Confederation in 1867. After studying the origins of government in Canada, students explore the concept of federalism and how its meaning has evolved since the British North America Act. In addition, students learn about the party system in Canada and the role citizens play in the governmental process. Students also examine how industrialization and women in the work force has changed the country socially and politically. Students study the history of Western Canada, especially Manitoba. Finally, students examine Canada's foreign relations with respect to, among other things, its involvement in the two World Wars, the United Nations, economic relations with the United States.<sup>46</sup> The content is significantly national with a minimal amount of provincial content (refer to table 7A).

#### **5.1.7.3 Grade Twelve**

Grade twelve social studies courses are optional and are significantly international in content.

Overall, the two compulsory social studies courses in grades ten and eleven have a partial amount national content. Students study Canadian geography from a North American perspective and learn about Canada's social and political history.

### **5.1.8 Saskatchewan**

Students in Saskatchewan are required to complete one social studies credit in grade ten and one in grade twelve. The required social studies credit in grades ten and twelve may come from Social Studies, History, or Native Studies. One additional required credit may come from grade eleven or twelve social studies courses. There are other optional social studies courses students may take to fulfill the twenty-eight required credits for graduation (refer to table 8A).

#### **5.1.8.1 Grade Ten – Social Organizations**

Grade ten *Social Studies* outlines various factors that play a role in the decision-making process in democratic countries such as Canada. There is a section on the power structure in democratic societies and the typical processes for making political and economic decisions. Students also examine the important role interest and pressure groups play in influencing government decisions and the power of government. The course shows how international trade and politics has created an interdependent world where the economic and political decisions of one or a few countries may have far reaching consequences on the global community. There is a minimal amount of national content in Social Studies 10.

Grade ten *History* examines the French revolution, British society during the industrial revolution, major political ideologies during the nineteenth century, imperialism, and World War I. There is a significant amount of international content in this course.

Students in grade ten *Native Studies* focus on the social framework of Aboriginal peoples of Canada. Students learn many aboriginal nations have their own language, tradition, and history. The course attempts to present the traditions and beliefs of Indian, Metis, and Inuit peoples in such a way as to reflect both their current and historical perspectives of the nations.<sup>47</sup> The course is mainly provincial in content.

#### **5.1.8.2 Grade Eleven – World Issues**

The goal of grade eleven social studies and history is to help students understand major issues facing the world at the end of the twentieth century. There is a significant amount of international content in all grade eleven courses.

#### **5.1.8.3 Grade Twelve – Canadian Studies**

Grade twelve *Social Studies* outlines how some of the major changes in Canadian society have influenced the development of the country. The social studies program examines issues such as social change throughout Canadian history, people-land relationships, cross-cultural relationships, the governance of Canadian society, and Canada's relationship with the global community. Some of the key events included in the course are: the first contact between Aboriginal peoples and the Europeans, the Quebec Act, the Rebellions of 1837, the resettlement of the Canadian Northwest at the end of the nineteenth century, and the Quiet Revolution in Quebec. Students also study the economic development of the country, Aboriginal peoples, immigration patterns to Canada, constitutional issues facing the country, and Canada's place in the global market. There is a significant amount of national content in grade twelve social studies.

Students in grade twelve *History* learn about the historical developments of Canadian society. Students examine how various interest groups played a role in the decision-making of Canada's history, society's challenges both domestically and globally, and the role of the state.<sup>48</sup> *History* also has a significant amount of national content.

Canadian Aboriginal rights are the main focus of grade twelve *Native Studies*. Students reflect upon traditional leadership and decision-making processes to help understand current challenges facing Aboriginals. Students also examine federal policies towards Aboriginal peoples, Aboriginal land claims, and economic, social and environmental development of contemporary Aboriginal peoples. The course has a significant amount of national content.

The goal of grade twelve *Law* is to encourage students to become active citizens in the community who are informed and well-versed of current events. As well, it is hoped that students will understand their legal rights and responsibilities as citizens of Canada and they should be aware of current legal issues in this country and around the world. There is a significant amount of national content in grade twelve *Law*.

Overall, *Social Studies 10* contains a minimal amount of national content and all grade twelve social science courses focus on Canadian studies. Since students are required to take at least one social studies credit in grade ten and one in grade twelve, they must take Canadian studies in order to graduate.

### **5.1.9 Alberta**

Grade 12 *Social Studies 30* is required for high school graduation (refer to table 9A). *Social Studies 10* and *20* are prerequisites for *Social Studies 30*.

#### **5.1.9.1 Grade Ten**

The grade ten social studies course, *Canada in the Modern World*, deals with some of the major issues and events affecting Canadians today. The first topic looks at Canadian sovereignty, regionalism, and national identity.<sup>49</sup> Students study the aims and objectives of Canada's foreign policy and the country's role in the two World Wars and the Cold War. Students also examine Canada's role internationally through Canada's role in the United Nations, in the North America Free Trade Agreement, and its relations with the Pacific Rim. The course shows how the different geographic regions in the country bring issue to topics such as economic disparity, national unity, Quebec separatism, federalism, First Ministers' Conferences, Atlantic fisheries and cultural diversity. The Canadian identity is also part of the course and engulfs nationalism, multiculturalism, and bilingualism.<sup>50</sup>

The second topic in *Canada in the Modern World* looks at citizenship in Canada and what it means to be responsible citizens. The course examines Canadian politics and government and how power influences political decision-making, negotiation, and organization. As well, the course outlines federal and provincial governmental structures including such topics as the divisions of powers, the parliamentary system, constitutional issues, federalism, and the roles of prime minister, premier, cabinet and the Supreme Court of Canada. Students examine how the media and interest groups influence the

political structure. Another section of the course examines citizen's role in the democratic process through voting, campaigning, petitioning, demonstrations, and writing letters. A final section examines the rights and responsibilities associated with citizenship and the significance of justice and equality for everyone. Students learn about basic human rights and how they are protected in the Canadian Charter of Rights and Freedoms.<sup>51</sup> The course has a significant amount of national content.

#### **5.1.9.2 Grade Eleven**

There are two political science courses containing national content, *Political Thinking 20* and *Comparative Government 20* (refer to table 9A). *Political Thinking 20* is an introductory course covering general issues in a Canadian context such as political processes, societal role in politics, and the importance of different points of view. Students also learn about political theories, political governance, and political power. The *Comparative Government 20* compares and contrasts the Canadian political process with the political systems of the United Kingdom, the United States, and Russia.<sup>52</sup> There is a minimal amount of national content in *Political Thinking 20* and partial amount in *Comparative Government 20*.

There is one history course with a significant amount of national content, *Canadian History 20*, and one with a significant amount of regional content, *Western Canadian History 20* offered to students in grade twelve. *Canadian History 20* examines the nation's history from the country's early beginnings to present day. Some of the periods examined are colonialism from 1815-1849, Confederation 1849-1867, and nation-building 1867-1911. *Western Canadian History 20* outlines the social,

economical, and political history of the West. Students study about Indian pioneers, the fur trade and exploration, the United States influence, settlement and immigration, Canadian Pacific Railway, responsible government and provincial autonomy, and Western alienation.<sup>53</sup>

The *Local and Canadian Geography 20* course examines settlement patterns around the students' local area, in Western Canada, and in Eastern Canada.<sup>54</sup> The course has a partial amount of national content.

#### **5.1.9.3 Grade Twelve**

All grade twelve social studies and social science courses have significant amounts of national content.

Overall, *Social Studies 30* is the only required social studies course for graduation but *Social Studies 10* and *20* are prerequisites for the course. *Social Studies 10* contains a significant amount of national content. Grade eleven offers students a number of courses with national content, including a national history course, *Canadian History 20*.

#### **5.1.10 British Columbia**

Students are required to take *Social Studies 10* and *11* for graduation (refer to table 10A).

##### **5.1.10.1 Grade Ten**

The grade ten social studies course, *Canada: 1815-1914*, is compulsory and gives students numerous opportunities to learn about early Canadian life. The course covers many societal movements in the country during the period including changes in Aboriginal society, in the role of women and families, and in the number of immigrants

coming to Canada. There is also a section of the course outlining the Canada's political history including such areas as responsible government, western expansion, federalism and Confederation. Topics such as the building of the Canadian Pacific Railway, industrialization, national economic policy, global and Pacific Rim trade teach students about technological and economical advances during the period from 1815-1914. Finally, there is a section of the course focusing on Canadian regional geography and the country's natural resources and environmental management.<sup>55</sup> There is a significant amount of national content in grade ten social studies.

#### **5.1.10.2 Grade Eleven**

The grade eleven social studies course, *Canada in the 20<sup>th</sup> Century*, is compulsory and attempts to intertwine national and global issues to give students a better understanding of Canadian society. The course covers three main topics: the Canadian identity, Canada in the world community and Canada and global citizenship. Current social, political, legal, economic, cultural, and environmental concerns are among some of the topics outlined in this course to help students to become more informed about their own country and the world.<sup>56</sup> Grade eleven social studies is partial national in content.

#### **5.1.10.3 Grade Twelve**

Of the five social studies courses offered in grade twelve, one has a significant amount of national content, *Law 12*.

*Law 12* is an opportunity for students to learn about important legal issues in the country and the Canadian legal system. Among other things, the course outlines the Canadian court system, rights and responsibilities of individuals, groups and



organizations of Canadian society, and the Canadian Charter of Rights and Freedoms. Students also learn about the foundations of law, criminal law, common law, statute law and constitutional law in Canada.<sup>57</sup>

In *BC First Nations Studies 12*, students learn about some of the spiritual and cultural traditions of the First Nations. Among other things, students learn about the impact of contact between First Nations and Europeans and various government policies related to British Columbia First Nations before and after confederation.<sup>58</sup> The course is mainly provincial in content.

Overall, students are required to complete grade ten social studies, *Canada: 1815-1914*, and grade eleven social studies, *Canada in the 20<sup>th</sup> Century*. *Canada: 1815-1914* contains a significant amount of national content and *Canada in the 20<sup>th</sup> Century* contains a partial amount of national content. Students may also take *Law* in grade twelve which contains a significant amount of national content.

#### **5.1.11 Northwest Territories/Nunavut**

The Northwest Territories follows Alberta's senior high curriculum. Social Studies 30 is required for graduation. Social studies 10 and 20 are prerequisites for social studies 30 (refer to table 11A).

#### **5.2 A Provincial Comparison**

Seven provinces and territories - Newfoundland and Labrador, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and the Northwest Territories - all require students to take at least one Canadian studies course to meet graduation requirements.

There are numerous elective Canadian studies courses offered throughout senior high to students across the country (refer to tables 3,4 and 5B).

### **5.2.1 Grade Ten**

The three common subjects found in grade ten social studies across the country are geography, history and Canadian issues. There is a substantial amount of Canadian studies found within these disciplines and many of the courses are compulsory for students to complete for graduation. All the provinces have significant amounts of national content in grade ten except Nova Scotia, New Brunswick, Quebec, Manitoba, and Saskatchewan (refer to table 3B). Nova Scotia and New Brunswick do not have any national content in their grade ten courses, while Quebec, Manitoba and Saskatchewan either have partial or minimal amounts.

Newfoundland and Labrador and Prince Edward Island offer Canadian geography courses in grade ten. Newfoundland and Labrador's *Canadian Geography* course examines a variety of geographical topics including natural resources, sustainable living, and regionalism. Prince Edward Island's course, *Canadian Geography*, covers the cultural and physical patterns of the country. While there are minor geographical references in earlier grades (6-7) on Canada and Atlantic Canada in the Newfoundland and Labrador curriculum, the grade ten course is the only in depth study of the geography of the country offered in K-12. Similarly, Prince Edward Island's, *Canadian Geography*, is the only course offered to students. Prince Edward Island does offer geography in grades seven and eight but they only have international and local content.

Manitoba's grade ten course, *North America: A Geographic Perspective*, is a compulsory course which examines, among other things, the physical and cultural interconnections of the United States and Canada. The course is partially national in content and is the only course in K-12 giving students a geographical perspective of Canada.

Newfoundland and Labrador, Ontario, and British Columbia all have significant amounts of national content in their grade ten history courses. Quebec has a partial amount of national content. The Newfoundland and Labrador course, *Canadian History*, covers the country's history from negotiating Confederation in 1867 up to present day. It is the only Canadian history course offered in the Newfoundland and Labrador curriculum from grades one to twelve.

Ontario's course, *Canada in the 20<sup>th</sup> Century*, also reviews important events and political figures in the country's history. Ontario, unlike the other provinces, offers three Canadian history courses in their high school program and there is also Canadian history taught in the Heritage and Citizenship strands of the grade three and six courses. Since Ontario has a number of Canadian history courses, students have the opportunity to learn about the country from a variety of perspectives.

*Canada: 1815-1914*, British Columbia's grade ten course, is more than just a history course on the period. The course gives students a thorough overview of the social, political, geography, and history of the time. Students study a variety of topics including early Aboriginal life, responsible government and Canada's natural resources. It is a unique course outlining many aspects of early Canadian life and is compulsory for

all students. It is British Columbia's only national history course in K-12, but is compulsory for all students in order to graduate.

Quebec's grade ten course, *History of Quebec and Canada*, is divided into three sections – the French Regime, the British Regime, and the Contemporary Period. The course basically looks at Canadian history from Quebec's point of view. The course is compulsory and while students have the opportunity to study general history in grade eight this is the only in-depth course on Canadian history after grade six. Despite this fact, it is still Canadian history from a provincial perspective.

Another common theme throughout the provinces in grade ten is Canadian issues. Prince Edward Island, Ontario, Alberta, and the Northwest Territories all have significant amounts of national content in this area. In Prince Edward Island, the *Canadian Studies* course looks at the federal government and issues in the country like English-French relations and Canada's role in the international community. The *Practical Social Studies* course also covers important Canadian issues but covers a wider number of disciplines including geography, history, politics and current events.

Ontario offers a compulsory grade ten *Civics* course that sets out to teach students the importance of being an informed citizen in a democratic society. The course encourages students to become active and knowledgeable on a local, national and global level. Some of the other provinces require civics as part of their *Canadian Law* or *Canadian Issues* courses but Ontario devotes an entire course to the subject. The course contains a significant amount of national content and positively encourages students to think about their rights and responsibilities as Canadians.

*Canada in the Modern World* is the grade ten course for students in Alberta and the Northwest Territories course and is mandatory for graduation. It covers a variety of issues that frequently affect Canadians including such topics as regionalism, sovereignty, civics, and international relations.

### **5.2.2 Grade Eleven**

Provinces across the country offer a variety of disciplines with national content in their grade eleven social studies (refer to table 4B). While some of the provinces follow similar themes in their courses, others are more unique. All the provinces have courses with at least a partial amount of national content in grade eleven except New Brunswick, Quebec and Saskatchewan. Newfoundland and Labrador, Nova Scotia, Prince Edward Island, and Ontario all have at least two courses with significant amount of national content. The Canadian studies courses offered in grade eleven include: Canadian law, history, geography, economy, politics, Canadian issues, and African studies.

Newfoundland and Labrador, Prince Edward Island, and Ontario all offer a similar *Canadian Law* courses in grade eleven with significant amounts of national content. The curriculum in the three provinces is an overview of the Canadian legal system and the rights and responsibilities of citizens.

Ontario, Manitoba, and Alberta have significant amounts of national content in their Canadian history courses. Ontario's course, *Canadian History and Politics*, focuses on notable events and people in the country over the fifty years. Manitoba's history course, *Canada: A Social and Political History*, is compulsory and covers a longer time frame, from the country's origins up to the present day.

Alberta offers two history courses with national content in grade eleven, including *Canadian History 20* which covers the whole country and *Western Canadian History 20* which focuses mainly on the Western provinces. It is not the first time in K-12 that Alberta has national history as part of its program. Alberta's grade five course examines historic Canadian explorers and native groups so students can learn about their Canadian heritage. Grade eight students look some of the ties between the United States and Canada including historical connections. Both grade five and grade eight touch on Canadian history but grade eleven *Canadian History 20* is more thorough and looks at periods in Canadian history from 1815 up to present day.

Newfoundland and Labrador, Nova Scotia, and Ontario offer students introductory economics courses. Newfoundland and Labrador students learn about the country's economy including employment and unemployment, personal income, public and private sector and Canada's place in the global economy. Nova Scotia also offers a Canadian economy course in grade eleven that examines the three levels of government. The Ontario course is partially national using Canada as an example for economic concepts and models.

Nova Scotia, Alberta, and Ontario offer students geography courses with national content in grade eleven. Nova Scotia offers two Canadian geography courses (academic and graduation) grade eleven with a significant amount of national content. The courses deal with everything from the country's physical characteristics to regionalism. Nova Scotia has a couple of geography courses in grade ten but they are international in content. In Alberta's grade eleven geography, *Local and Canadian Geography 20*,

students review settlement patterns across the country. The other geography offered in Alberta is global in content and offered in grade twelve.

Ontario has two geography courses in grade eleven, both with minimal amounts of national content, *Geographic Patterns and Issues* and *Geographer's Toolkit*. Students in Ontario learn about Canada's geography at an early age, in grade four they study the country's regions and how the provinces are interconnected. As well, in grades seven and eight geography students learn about such things as the nation's natural resources, settlement patterns and urbanization. Furthermore, in grade twelve, students may take an in-depth study of Canadian geography. Students in Ontario have the opportunity to learn a substantial amount of Canadian geography throughout K-12.

Prince Edward Island, Alberta, and Ontario all offer students courses in national politics in grade eleven. Prince Edward Island's course, *Introductory Politics*, and Ontario's course, *Canadian Politics and Citizenship*, both have significant amounts of national content.

Students in Prince Edward Island learn about the political structure and process of Canadian government in *Introductory Politics*. The course prepares students for the more in-depth grade twelve study of the Canadian parliamentary system in *Advanced Political Studies*.

Ontario's, *Canadian Politics and Citizenship*, course in grade eleven goes beyond explaining the political process in Canada. The course looks at policy-making and the role interest groups play in developing and influencing policy. The course encourages

students to think about the effectiveness of the Canadian political process and it expands on what students learned in grade ten *Civics*.

Alberta offers two political courses in grade eleven, *Political Thinking 20* and *Comparative Government 20*. *Political Thinking 20* is a general course, with a minimal amount of national content, which looks at various political processes. *Comparative Government 20*, on the other hand, is a similar course to Prince Edward Island's grade twelve course, *Advanced Political Studies*, in that it compares and contrasts the Canadian Parliamentary system to other political systems.

While some provinces offer Canadian issues courses in grade ten, Newfoundland and Labrador, Prince Edward Island, and British Columbia do so in grade eleven. Newfoundland and Labrador's *Canadian Issues* course covers culture, politics, law, economy, environment, and global concerns. British Columbia's *Canada in the 20<sup>th</sup> Century* looks at many national and global issues facing Canadians today. Prince Edward Island's *Practical Social Studies* in grade eleven examines the Canadian geography and history on a North American and global scale.

A truly unique course, *African Canadian Studies*, is offered to grade eleven students in Nova Scotia. The course looks at African Canadian history in Canada from a variety of disciplines including geography, culture, history, and sociology. Even though there is special emphasis on Nova Scotia, the course still has a partial amount of national content.



### 5.2.3 Grade Twelve

Similar to grade eleven, a variety of disciplines have national content in their level twelve courses, including history, law, politics, and geography. A number of provinces, including Newfoundland and Labrador, Manitoba, Quebec, Alberta, the Northwest Territories only have international content in their grade twelve program (refer to table 5B). Other provinces including Nova Scotia, New Brunswick, Saskatchewan offer a number of courses with a significant amount of national content.

Canadian history is a common course among five of the provinces in grade twelve. Nova Scotia (two courses), New Brunswick, Ontario, and Saskatchewan all have significant amounts of national content in their history programs and Prince Edward Island has a partial amount. Nova Scotia offers a rather open and unique *North America/Canadian History* course, which depending on the discretion of the teacher or school the course may be taught from different perspectives and so the content may be partially or substantially national. Nova Scotia's *Canadian History* looks at Canada before after Confederation. These two courses are the only Canadian history courses offered in senior high school in senior high and neither is required for graduation.

There are two *Canadian History* courses offered in New Brunswick's grade twelve program with significant amounts of national content. One course looks at themes on the constitution, society, and the economy and the other course examines various periods, events and movements in Canadian history. These are the only Canadian history courses offered in New Brunswick in the K-12 program and neither is compulsory.

Saskatchewan and Prince Edward Island offer only one Canadian history course in their senior high programs. Saskatchewan's *History 30* covers many of the issues related to the historical development of the country. Prince Edward Island, on the other hand, offers students a unique course on the nation's history because it examines Canada's place in North America and the course outlines the similarities and differences between Canadian/American history.

Ontario's *Canada: History, Identity, and Culture* has a substantial amount of national content and goes beyond the other courses that merely outline important events throughout Canadian history. The course searches for national identity through historical and cultural roots so students can better understand what it means to be Canadian.

Even though Ontario's grade twelve history course is optional, the province does offer students a compulsory Canadian history course in grade ten and another elective one in grade eleven. As well, Canadian history is covered in grades seven and eight. It appears that the abundance (compared to other provinces) of national history covered in Ontario's K-12 program allows the province more flexibility in the course content. For instance, grade ten history is a general course covering events over the past one hundred years, the grade eleven course specifically looks at events since World War II, and in grade twelve students look at what it means to be "Canadian". Ontario's commitment to offering students Canadian studies courses throughout its program makes it stand out from the other provinces.

Nova Scotia, Saskatchewan, and British Columbia all offer *Canadian Law* courses in grade twelve. Newfoundland and Labrador, Prince Edward Island, and

Ontario all offer similar law courses in grade eleven. Each province examines the Canadian legal system, important legal issues and rights within the country and an overall goal of creating informed and active citizens.

Newfoundland and Labrador, Manitoba, and British Columbia do not offer any political science courses in their senior high programs. Nova Scotia has a significant amount of national content in its grade twelve political science, while Prince Edward Island, New Brunswick, and Ontario have partial amounts in their political courses. This is Nova Scotia's first and only political science course so it is an introductory course that examines Canadian politics.

Prince Edward Island offers *Advanced Political Studies* in grade twelve it is a more in-depth study into Canadian politics than *Introductory Politics* in grade ten. In addition to examining party politics in Canada there is a comparative government study. *Political Science* is an introductory political course offered in New Brunswick that examines various political ideologies and systems and looks at similarities and differences within the Canadian system. Ontario's *Canada and World Politics* is a more advanced political course because it shows Canada's role on a global scale in dealing with other governments and settling international disputes.

Even though geography is a common social studies course offered in senior high programs, Quebec, Saskatchewan, British Columbia, the Northwest Territories do not have any geography courses in senior high. New Brunswick has a significant amount of national content, Ontario has a partial amount, and Nova Scotia has a minimal amount of national content in their grade twelve courses.

New Brunswick's course, *Canadian Geography*, examines the physical geography and climate of the country. It is New Brunswick's only geography course in senior high. Ontario's course, *Canada and World Issues: A Geographic Analysis*, is an in-depth study into how geographical skills and methods are used in Canada and the world. Ontario has two courses with minimal amounts of national content in grade eleven and a minor amount in grade four.

Nova Scotia offers students a unique, *Sociology*, course in grade twelve that examines major issues concerning Canadians like child poverty, welfare, health care, and women's rights. The course has a significant amount of national content and is a different alternative to the traditional Canadian studies course.

### **5.3 An Evaluation of the Senior High Programs**

For the most part, there are a sufficient number of Canadian studies courses offered to students at the senior high level across the country. It is, however, more difficult to give an overall evaluation of Canadian studies because each province has different graduation requirements and some provinces offer numerous electives while others only have a few. Nevertheless, it is encouraging that seven provinces and territories, including Newfoundland and Labrador, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and the Northwest Territories, require students to take at least one Canadian studies course to meet graduation requirements.

Canadian studies is a prominent feature in the senior high curricula. All the provinces (except Quebec) have at least one course with a significant amount of national content. Ontario (nine courses) and Nova Scotia (eight courses) offer students a larger

selection of Canadian studies courses with a significant amount of national content than any of the other provinces. Quebec and Manitoba offer the least amount of courses to their students. Quebec has only one course with a partial amount of national content and Manitoba has one Canadian history course in grade eleven. The rest of the provinces are somewhere in between Ontario and Quebec in their course offerings. However, the Atlantic provinces do offer senior high students more Canadian studies courses with a significant amount of national content than the Western provinces.

Another observation at the senior high level is that since the courses are more in-depth at this level and cover a variety of disciplines students have a wider selection of choice. One province in particular, Ontario, consistently offers students a variety of courses with a significant amount of national content throughout senior high. Such a wide selection of courses means that some are general or introductory in content while others specialize and explore deeper into topics. For instance, besides the mandatory history course in grade ten that examines the general history of the country, the province also offers optional Canadian history courses in grades eleven and twelve. Grade eleven *Canadian History & Politics* focuses on national events over the past fifty years and grade twelve *Canada: History, Identity, Culture* tries to define what is meant by being “Canadian.” Students in Ontario have the option of taking numerous Canadian studies courses from a variety of perspectives.

The 1993 Senate Standing Committee on Social Affairs, Science and Technology, *Canadian Citizenship: Sharing the Responsibility* felt that local or provincial identities were being emphasized more than a national one among post-1867 provinces.<sup>59</sup> For the

most part, senior high social studies courses across the country have significant amounts of national or international content. There are only a few examples of provincial or regional content focus. First, Prince Edward Island offers students a grade twelve course on *P.E.I. History*. Second, Alberta's grade eleven course, *Western Canadian History*, outlines the social, economical and political history of the Western provinces. Third, Quebec's grade ten social studies course, *History of Quebec and Canada*, looks at national history but from a provincial perspective. There is a consistent provincial theme throughout Quebec's K-12 social studies program. As for Prince Edward Island and Alberta, these provincial/regional courses are in addition to the numerous other Canadian studies courses set out in the two provinces guidelines.

The only other sign of provincial or local content at the senior high level are the Aboriginal courses outlined in the Nova Scotia, New Brunswick, Ontario, and British Columbia curriculum. Provincial content focus only plays a minor role in the social studies curricula, if anything there is a reinforced national identity at the senior high level. Of the few social studies courses required for graduation, they usually include Canadian studies with a significant amount of national content.

J.L. Granatstein in his work *Who Killed Canadian History?* claims that even though history is being taught there is little in the curricula across the country to resemble a national or Canadian history.<sup>60</sup> At the senior high level, national history is offered to students in each province but the courses are not always compulsory. In fact, only Ontario, Manitoba and British Columbia require students to take a national history course in order to graduate.

Ontario offers students three Canadian history courses but only its grade ten course, *Canadian History in the 20<sup>th</sup> Century*, is compulsory. The course examines events and personalities that have shaped Canada over the past one hundred years. Manitoba's grade eleven required course, *Canada: A Social and Political History*, focuses on the origins of the country, federalism, the party system in Canada and foreign relations. In Manitoba's course there is also focus on Western Canada and in particular, Manitoba. British Columbia requires students to take an interesting Canadian history course, *Canada: 1815-1914*, in grade ten which examines early Canadian life. These three provinces require students to take these Canadian history courses containing a significant amount of national content.

The fact that only three provinces have compulsory Canadian history courses in high school may alarm Granatstein. He states that, "without history, we as a nation cannot undertake any rational inquiry into the political, social, or moral issues of our society."<sup>61</sup> National history and other Canadian studies courses, however, are available to students throughout the country. For instance, in Newfoundland and Labrador, *Canadian history* is one of the five options students may choose from to complete their requirement for Canadian Studies. Hence, depending on the interests of students and perhaps their schedules they may choose to study Canadian history or another Canadian studies course. Nonetheless, the ideal situation is in Ontario where *Canadian History in the 20<sup>th</sup> Century* and Civics are required for graduation and there are other national history courses throughout the K-12 program.

## **5.4 Summary**

There is a sufficient amount of Canadian studies offered to students across the country. Seven provinces and territories, including Newfoundland and Labrador, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and the Northwest Territories require at least one Canadian studies course to complete their graduation requirements.

Besides sufficiency, there are a number of other conclusions. First, the larger the number of Canadian studies courses offered to students, as in the case of Ontario, the more in-depth the national content focus. Second, with the exception of Quebec, local or provincial identities are not emphasized more than a national one in grades ten through twelve. Third, while national history is offered to all students at the senior high level across the country, it is only required by Ontario, Manitoba and British Columbia for graduation. Fourth, neither provincial nor regional histories (except in Quebec) have taken precedent over national history in the curriculum.



## **Chapter 6**

### **Conclusions**

Civic education is the main means through which students are nurtured into responsible citizens and it should be an essential part of elementary and secondary school programmes across Canada. Civic education encompasses identity, rights and duties, political participation and social and cultural well-being. From Confederation until the late 1960s little was done to promote the teaching of national identity and political efficacy in our schools. Particularly in parts of French and English Canada, schools were often teaching conflicting views of our country and our heritage. This impeded national unity. However, the face of civic education changed in Canada by 1970 after A.B. Hodgetts released his study *What Culture? What Heritage?*.<sup>62</sup> The Hodgetts report sparked an unparalleled concern for an increase in the quality and quantity of Canadian materials in elementary and secondary schools. Suddenly, Canadian studies was at the forefront in the field of civic education in this country.

In spite of the unprecedented interest in the area of Canadian studies after 1970, there are still concerns today. This study was necessitated by the contrary views about the relative sufficiency of Canadian studies in elementary and secondary schools across the country. The thesis has focused on the current state of Canadian studies in elementary and secondary schools across the country. Besides looking at how Canadian studies was defined for this study and how national content was measured, this chapter also reviews the results of the study on the sufficiency of Canadian studies in Canada's schools.

Canadian studies is an essential part of the curriculum. A strong Canadian studies program provides the basis for students' development as individuals and citizens while at the same time encouraging students to identify with their national culture and heritage. Canadian studies are social studies courses with a national content focus that educate students about the cultural, social, political, economic, and/or physical attributes of the country while sometimes placing them in an international, regional, provincial, and/or local context. Canadian studies not only allows students to appreciate their own country but it also encourages students to better understand Canada's place in the global arena. Provincial governments help develop this strong national identity by placing importance on Canadian studies in the school curricula.

National content is the central focus of Canadian studies courses. National content, for the purposes of the thesis, means a course focuses on the entire country or a major part of it including important events and national figures from before Confederation that have proven relevant in the development of the country. Canadian studies courses may also contain international, regional, provincial, or local content, especially when the national content focus is a partial or minimal amount. Examining the provincial social studies curriculum and considering the course content of each course was the clearest means to gauge the national content since the curriculum varied from province to province. When only a minor section of the course or a quarter or less of its subject matter had national coverage, it was considered to have a minimal amount of national content. A course containing more than a quarter but less than or equivalent to half of its subject matter focusing on Canada than it was considered to have a partial

amount of national content. If a course had more than half of its subject matter focusing on Canada it was considered to have a significant amount of national content (refer to chapter one, definition of Canadian studies). The measurements are subjective but all the provinces are assessed according to the same criteria.

The main objective of the thesis was to assess the degree to which students in grades one to twelve across the country are given the opportunity to study Canada in their social studies courses. A sufficient number of Canadian studies courses are available to students across the country. In the thesis *a sufficient number of Canadian studies courses* means a majority of the provinces allocate at least one Canadian studies course with a significant amount of national content in each of their elementary, intermediate and senior high curricula. Sufficiency was measured by looking at the amount of national content found in the social studies curricula set by the provinces.

This study carried out a province by province assessment of the current state of Canadian studies throughout elementary (grades 1-6), intermediate (grades 7-9), and senior high (grades 10-12) levels across the courses and has reached a number of conclusions. First, contrary to the picture painted by some national reports, there is a sufficient number of Canadian studies courses in elementary and secondary schools across the country. Second, individual provinces differ in the quantity of national content found in their social studies programs. Third, graduation requirements may hinder students' ability to take Canadian studies courses. Fourth, the greater the number of Canadian studies courses offered to students, the more in-depth the national content focus. Fifth, a strong national identity is emphasized across the country (except in

Quebec and the Northwest Territories) in social studies curricula. Sixth, national history is available to all senior high students across the country, but it is only required in Ontario, Manitoba, and British Columbia.

This study's main objective was to assess the current state of Canadian studies in schools across the country. Our study was necessitated by contrary views of sufficiency in Canadian studies courses in the classroom. Concerns about the sufficiency of Canadian content taught in the schools were traced back to 1968 when the National History Project released A.B. Hodgetts' study, *What Culture? What Heritage?* The study, among other things, outlined the deplorable conditions of civic education in this country and that there was little in the form of Canadian studies offered in the schools. The report sparked an unprecedented interest in Canadian studies throughout the 1970s and 1980s and, for the most part, research reinforced Hodgetts' findings. Today, there are a sufficient number of Canadian studies courses offered to students in the country.

According to Rowland Lorimer, in his 1984 study, *The Nation in the Schools*, Canadian content has become more prominent in the provinces social studies curricula. His study of Canadian content in language arts, literature, and social studies curricula was done in collaboration with the Canadian Learning Materials Centre. He shows significant signs of improvement in social studies curricula and states that "a positive cultural perspective is returning to social studies."<sup>63</sup> Similar to Lorimer's research, our study shows the positive state of Canadian studies in elementary and secondary social studies curricula across the country.

In *Canadian Citizenship: Sharing the Responsibility* the 1993 Standing Senate Committee on Social Affairs, Science and Technology, found that there was an “apparent absence of a ‘national spirit’” amongst Canadians. The authors cited the nature of Canada’s socio-political development as a reason for the absence. Provinces that entered Confederation during the post-1867 period had often developed a more local or regional identity rather than a Canadian one.<sup>64</sup> As far as provincial social studies curricula is concerned, there is little to support this argument. All the provinces (except Quebec) show significant amounts of national content throughout their K-12 social studies programs. Some provinces, particularly Ontario and Alberta, may offer more in-depth Canadian studies courses than others, but, there is little evidence of provinces emphasizing regional or local identities more than a national one (except in Quebec and the Northwest Territories).

More recently in 1996, the Association for Canadian Studies released David Cameron’s study, *Talking Stock: Canadian Studies in the Nineties*. Even though he focused primarily on post-secondary education he questioned the degree to which it is possible for elementary and secondary students to receive an adequate knowledge and understanding of Canada. The study showed that there are still concerns about the adequacy of Canadian studies in the K-12 curriculum.

Inspired by David Cameron’s report Amy von Heyking wrote “The Changing Nature of Canadian Studies in the Schools” in 1995. She feels there is a lack of interest for Canadian studies among students partially due to the “problem-solving” approach used to teach social studies in classrooms across the country.<sup>65</sup> While von Heyking may

be correct in questioning the teaching approaches of social studies teachers, it is unclear if it is due to the so-called “problem-solving” approach to teaching. The difficulty in analysing this approach is that to classifying issues such as native rights, French-English relations, multiculturalism as “problems” is subjective. For instance in the case of the “native rights” problem, several provinces, including Nova Scotia, New Brunswick, Saskatchewan, and British Columbia, offer Native studies courses at the senior high level. The courses look at various factors facing native peoples in the region and country including both accomplishments and difficulties.

The most recent publication on citizenship education was *Who Killed Canadian History?*, published in 1998 by J.L. Granatstein. He feels that students are more likely to study their province or region rather than their country in history courses. Granatstein insists that a “Canadian or national history, and not just a regional or provincial history must be in the curriculum”<sup>66</sup> because without a national history, “we as a nation cannot undertake any rational inquiry into the political, social, or moral issues of our society.”<sup>67</sup>

The state of national history may not be as bad as Granatstein portrays in his book. In fact, it plays a large role in the senior high social studies curricula. This study concludes that national history is more readily available to students across the country (except in Quebec) than regional or provincial history. At the senior high level, all the provinces offer national history courses and only a few, namely Prince Edward Island, Quebec, and Alberta, have provincial or regional history courses. However, national history tends to be an optional course for students at the senior high level. The only

provinces with a required Canadian history course are Ontario, Manitoba and British Columbia.

### **6.1 The State of Canadian Studies**

There are a sufficient number of Canadian studies courses available to students in elementary and secondary schools across the country. As a whole, students across the country are given ample opportunity to learn about Canada. Each province (except Quebec) has at least one course with a significant amount of national content between grades one and six. In particular, there are three provinces, Ontario, Alberta, and British Columbia/Yukon that consistently have national content throughout their grades three to six curricula. Each of these provinces has at least a minimal amount of national content in each grade. Moreover, Ontario has significant amounts of national content in four out of six grades.

As with elementary social studies, the study showed a sufficient number of Canadian studies courses in intermediate social studies programs across the country. Nova Scotia, Prince Edward Island, Ontario, Saskatchewan and Alberta consistently have national content throughout their social studies program. Each of these provinces has at least a minimal amount of national content in grades seven through nine. Ontario offers students a significant amount of national content in courses in all three of the grades. Saskatchewan offers a partial amount in each of the three grades. Prince Edward Island has a significant amount of national content in two out of three intermediate grades.

Canadian studies is also a prominent feature in the senior high curriculum. All the provinces (except Quebec) have at least one course with a significant amount of

national content. Ontario and Nova Scotia offer students a larger selection of Canadian studies courses with a significant amount of national content than any of the other provinces. Quebec and Manitoba offer the fewest number of courses to their students. The rest of the provinces, in their Canadian studies course offerings, range somewhere in between Ontario and Quebec. Overall, there are sufficient Canadian studies courses available to students across Canada from grades one through twelve.

As a whole, there is a significant amount of Canadian studies in the country. However, individual provinces differ in the quantity of national content found in their social studies programs. Ontario has twenty-five social studies courses with either a minimal, partial or significant national content focus between grades one through twelve, while Quebec only has four. Ontario places a fair amount of significance on Canadian studies at all levels of its K-12 program. In its elementary social studies all grades have a “Heritage and Citizenship” strand and most of its senior level social studies courses include national content. Quebec, on the other hand, places a fair amount of significance on its local and provincial content. Even at the intermediate and senior high level students study the nation from a provincial perspective.

Ontario and Quebec, of course, are two extreme cases. All the other provinces fall somewhere in the middle of Ontario and Quebec. Nova Scotia, Prince Edward Island, and Alberta have around fifteen courses with national content, while Newfoundland and Labrador, New Brunswick, Saskatchewan, and British Columbia have around ten. Overall, however, the Atlantic provinces do offer senior high students more



Canadian studies courses with a significant amount of national content than the Western provinces.

Despite there being a significant amount of national content at the senior high level, each province has different graduation requirements and some provinces offer numerous electives while others only have a few. Even so, seven provinces and territories, including Newfoundland and Labrador, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and the Northwest Territories, require students to take at least one Canadian studies course to meet graduation requirements. Most Canadian studies courses are optional and students may find themselves taking other courses that are needed for graduation. Therefore, graduation requirements may hinder students' ability to take Canadian studies courses.

At the senior high level courses are more detailed than the junior levels. Most provinces introduce new disciplines in their social studies programs, including law, political science, economy and native studies. It appears that the larger the number of Canadian studies courses offered to students, the more in-depth the national content focus is in the course. For instance, Prince Edward Island offers students an introductory political science course in grade eleven that covers the basics of Canadian politics. This course provides the background for the more in-depth political science course offered in grade twelve that compares the Canadian political system to other systems around the world. Therefore, students in Prince Edward Island have the added advantage of not only being able to learn the basics of Canada's parliamentary system but also how it compares to other political structures around the world.

Ontario also provides students with a variety of courses with a significant amount of national content throughout senior high. Ontario offers students an introductory law course, similar to that in other provinces, in grade eleven. This course provides students with the background necessary for them to take the more advanced *Canadian and International Law* course offered in grade twelve. Consequently, a wider selection of choice within a discipline enables students to take Canadian studies courses from a variety of perspectives.

Overall, there are a sufficient number of Canadian studies courses offered to students across the country. While individual provinces like Quebec and Manitoba need some improving to meet the national average, most provinces provide a consistent amount of Canadian studies courses throughout their K-12 programs. One problem area that the provinces should address is with senior high graduation requirements. Without making Canadian studies courses mandatory for graduation, there is no guarantee that students will take these courses even if they are offered. On the whole, however, it is possible for students to receive an adequate knowledge and understanding of Canada.

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## Chapter One

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## Chapter Six

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## **Appendix A – Provincial Social Studies Curricula**

**Table 1A: Newfoundland and Labrador Social Studies Curriculum – 2002**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
1	The Immediate Environment					***
2	Meeting Needs in Society					***
3	Introduction to Communities	*			**	
4	Select Communities of Canada & the World	*	**			
5	Newfoundland & Labrador				***	
6	Canada	***				
7	Living in North America	**	**			
8	Exploring World Cultures		***			
9	Atlantic Canada in the Global Community	*		**	*	
10	Canadian History	***				
	Canadian Geography	***				
11	Canadian Issues	***				
	Canadian Economy	***				
	Canadian Law	***				
	World History		***			
12	World History		***			
	World Geography		***			
	Global Economics		***			
	Global Issues		***			

Four social studies credits are required for graduation – 2 from world studies & 2 from Canadian studies

Source: Newfoundland & Labrador. Department of Education. *A Curriculum Framework for Social Studies: Navigating the Future*. St. John's: Division of Program Development, 1993.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 2A: Nova Scotia Social Studies Curriculum - 2002**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
1	Families					***
2	Communities					***
3	Canadian Communities	***		**		
4	People & the Changing Environment				**	*
5	Canada's & the World's People	**	**			
6	Nova Scotia (& Atlantic Canada)			**	***	
7	Social Studies	**	*			*
8	Social Studies	**	*		*	
9	Atlantic Canada in the Global Community	*		**	*	
10	Geography		***			
	Geography of Asia		***			
	Ancient/Medieval History		***			
	Mi'kmaq Studies				***	
11	African Canadian Studies	**	*		*	
	Economics	***				
	Geography	***				
	Geography of Canada	***				
	History		***			
	20 <sup>th</sup> Century History		***			
12	Economics	*	*			
	Geography	*	*	*		
	Global Geography		***			
	Global History		***			
	North American/Canadian History	***				
	Canadian History	***				
	Law	***				
	Political Science	***				
	Sociology	***				
	Mi'kmaq Studies				**	*

Of the eighteen credits students must complete for graduation, one must come from global studies and one from social studies.

Source: Nova Scotia. Public Schools Programs. On-Line. 23 November 2002. Available: <ftp://ftp.ednet.ns.ca/pub/educ/psp/psp-s.pdf>.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 3A: Prince Edward Island Social Studies Curriculum – 2002**

<b>Grade</b>	<b>Subject</b>	<b>National Content</b>	<b>International Content</b>	<b>Regional Content</b>	<b>Provincial Content</b>	<b>Local Content</b>
1	Family					***
2	Immediate Community					***
3	Local Community & Other Canadian Communities	**				*
4	Significance of Community in the Lives of People	***				
5	Lives of People in Other Continents	*	**			
6	Prince Edward Island				***	
7	Geography 100A		***			*
	History – Canada: Pre-Contact to 1814	***				
8	Geography 200A		***			
	History – Canada 1814-1900	***				
9	Atlantic Canada in the Global Community	*		**	*	
10	Geography of Canada	***				
	Canadian Geography	***				
	Ancient & Medieval History		***			
	Canadian Studies	***				
	Practical Social Studies	***				
11	Global Studies		***			
	World Geography		***			
	Modern World Survey		***			
	Canadian Law	***				
	Introductory Politics	***				
	Social Studies	**	**			
	Social Studies		***			
12	Introductory Economics	**				
	Global Issues		***			
	Canadian History	**	**			
	P.E.I. History				***	
	World Survey		***			
	Modern World Issues		***			
	Advanced Political Studies	**	**			

Students must take two social studies credits at the senior high level to graduate

Source: Prince Edward Island. Department of Education. *Program of Studies and List of Authorized Materials*. Charlottetown: English Programs and Services, 1998.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada



**Table 4A: New Brunswick Social Studies Curriculum – 2002**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
1	The Child					***
2	The Neighbourhood: Local					***
3	Communities		***		**	*
4	New Brunswick				***	
5	Canada	***			*	
6	Canada & the World	**	**			
7	Discovering & Settling Canada	***				
8	Atlantic Canada in the Global Community	*		**	*	
9	Developing a Global Perspective Through Cultural Understanding		***			
10	Ancient/Medieval History: Prologue to the Present		***			
11	Modern History 111		***			
	Modern History 112		***			
	Modern History 113		***			
	Physical Geography		***			
12	Canadian Geography	***				
	Canadian History	***				
	Canadian History	***				
	Economics	***				
	Political Science	**	**			
	World Issues		***			
	Native Studies	*		***		

Grade eleven history is required for graduation

Source: New Brunswick. Province of New Brunswick. High School Courses of Study.

Fredericton: Department of Education, 1999.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 5A: Quebec Social Studies Curriculum – 2002**

<b>Grade</b>	<b>Subject</b>	<b>National Content</b>	<b>International Content</b>	<b>Regional Content</b>	<b>Provincial Content</b>	<b>Local Content</b>
1	Cycle One					***
2	Cycle One					***
3	Cycle Two				***	
4	Cycle Two				***	
5	Cycle Three	*			***	
6	Cycle Three	*			***	
7	Secondary I General Geography Ages 11-13		***			
8	Secondary II General History Ages 12-14		***			
9	Secondary III Geography of Quebec and Canada Ages 13-15	**			**	
10	Secondary IV History of Quebec and Canada Ages 15-17	**			**	
11	Secondary V Economic Life		***			

Students are required to complete grades nine, ten, and eleven social studies to graduate.

Source: Quebec. Department of Education. On-line. 20 November 2002. Available:  
<http://www.meq.gouv.qc.ca/GR-PUB/menu-curricu-a.htm#elem>.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 6A: Ontario Social Studies Curriculum - 2002**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
1	Heritage and Citizenship	*				***
	Canada and World Connections					***
2	Heritage and Citizenship	***				**
	Canada and World Connections		***			**
3	Heritage and Citizenship	*			***	
	Canada and World Connections				***	
4	Heritage and Citizenship		***			
	Canada and World Connections	***		***		
5	Heritage and Citizenship		***			
	Canada and World Connections	***				
6	Heritage and Citizenship	***				
	Canada and World Connections	**	**			
7	History	***				
	Geography	*	**			
8	History	***				
	Geography	*	**			
9	Geography of Canada	***				

Grade ten Canadian History and Civics are required for graduation

Source: <http://www.edu.gov.on/eng/document/curricul/secondary/candian/canaful.html>.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 6A: Ontario Social Studies Curriculum – 2002 (cont'd)**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
10	Canadian History in the 20 <sup>th</sup> Century	***				
	Civics	***				
	Native Studies				***	
11	American History	*	**			
	World History		***			
	Canadian History and Politics	***				
	Canadian Law	***				
	Canadian Politics & Citizenship	***				
	Economy	**	**			
	Geographic Patterns & Issues	*	**			
	Geographer's Toolkit	*	**			
12	Economic Choices		***			
	Canadian & World Issues	**	**			
	World Geography		***			
	Environment & Resource Management		***			
	Canada: History, Identity & Culture	***				
	World History		***			
	Adventures in World History		***			
	Canadian & International Law	**	**			
	Canada & World Politics	**	**			

Grade ten Canadian History and Civics are required for graduation

Source: <http://www.edu.gov.on/eng/document/curricul/secondary/candian/canaful.html>.

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**Table 7A: Manitoba Social Studies Curriculum - 2002**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
1	Human Needs & Human Independence					***
2	Change					***
3	Communities Today	*	*		*	*
4	Communities Around the World		***			
5	Life in Canada Today	***				
6	Life in Canada's Past	***		*		
7	Spaceship Earth		***			
8	People Through the Ages		***			
9	Canada Today – Canadian Studies	***				
10	North America – A Geographic Perspective	**	**			
11	Canada – A Social & Political History	***				
12	Western Civilization		***			
	Western Geography		***			
	World Issues		***			

Students must complete grade ten and eleven social studies

Source: Manitoba. Government of Manitoba. Curriculum Overviews: Kindergarten to Senior 4 Social Studies. On-line. 5 November 2002. Available:  
<http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/socstud/curroverview.html>.

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**Table 8: Saskatchewan Social Studies Curriculum – 2002**

<b>Grade</b>	<b>Subject</b>	<b>National Content</b>	<b>International Content</b>	<b>Regional Content</b>	<b>Provincial Content</b>	<b>Local Content</b>
1	Families					***
2	Local Community					***
3	Community Comparisons	*	*		*	*
4	Saskatchewan				***	
5	Canada	***				
6	Canada's Global Neighbour		***			
7	Canada and World Community	**	**			
8	The Individual in Society	**	***			
9	The Roots of Society	**	**			
10	Social Studies 10	*	**			
	History 10		***			
	Native Studies 10				***	
11	Social Studies 20		***			
	History 20		***			
	Native Studies 20					
12	Social Studies 30	***				
	History 30	***				
	Native Studies 30	***				
	Law 30	**	*			

Students are required to take three compulsory social studies credits at the senior high level. They include one course in grade ten and one in grade twelve.

Source: Saskatchewan. Curriculum and Instruction Branch. On-line. Saskatchewan Education. Internet. 3 November 2002. Available: <http://www.sasked.gov.sk.ca/index.html>.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 9A: Alberta Social Studies Curriculum - 2002**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
1	Me & Others	*				**
2	People Today	*	*			*
3	Communities	*			*	*
4	Alberta	*			***	
5	Canada	***				
6	Meeting Human Needs	*	**			*
7	People & their Culture	*	*		*	
8	History and Geography in Western Hemisphere	**	**			
9	Economic Growth	*	**			
10	Canada in the Modern World	***				
11	Social Studies 20- The Growth of the Global Perspective		***			
	Economics for Consumers		***			
	Local & Canadian Geography	**		*		*
	Political Thinking	*	**			
	Comparative Government	**	**			
	Contemporary Western Philosophy		***			
	Origins of Western Philosophy		***			
	Personal Philosophy		***			
	General Philosophy		***			
	Western Canadian History	*		***		
	Canadian History	***				
	Religious Meaning		***			
	Religious Ethics		***			
	General Sociology		***			
	Sociological Institutions		***			

Students must complete social studies 10, 20, & 30

Source: Alberta. Alberta Learning. On-line. 11 November 2002. Available:  
[http://www.learning.gov.ab.ca/k\\_12/curriculum/bysubject/social/pdf](http://www.learning.gov.ab.ca/k_12/curriculum/bysubject/social/pdf).

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\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 9A: Alberta Social Studies Curriculum – 2002 (cont'd)**

<b>Grade</b>	<b>Subject</b>	<b>National Content</b>	<b>International Content</b>	<b>Regional Content</b>	<b>Provincial Content</b>	<b>Local Content</b>
12	Social Studies 30 - the contemporary world		***			
	Experimental Psychology		***			
	World Religions		***			
	International Politics		***			
	Applied Sociology		***			
	Philosophies of Man		***			
	Western World History		***			
	World Geography		***			
	Microeconomics		***			
	Cultural & Physical Anthropology		***			

Students must complete social studies 10, 20, & 30

Source: Alberta. Alberta Learning. On-line. 11 November 2002. Available:  
[http://www.learning.gov.ab.ca/k\\_12/curriculum/bysubject/social/pdf](http://www.learning.gov.ab.ca/k_12/curriculum/bysubject/social/pdf).

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\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada



**Table 10A: British Columbia/Yukon Social Studies Curriculum – 2002**

Grade	Subject	National Content	International Content	Regional Content	Provincial Content	Local Content
1	Social Studies	*				***
2	Social Studies	*			***	
3	Social Studies	*			***	
4	Social Studies	*			***	
5	Social Studies	***				
6	Social Studies	*				
7	Social Studies		***			
8	World Civilizations 500-1600		***			
9	Europe & North America 1500-1815	*	**			
10	Social Studies 10: Canada 1815-1914	***				
11	Social Studies 11: Canada in the 20 <sup>th</sup> Century	**	*			
12	Law 12	***				
	History 12		***			
	Geography 12		***			
	BC First Nations Studies				***	
	Comparative Civilizations		***			

Students are required to take Social Studies 10 and 11 for graduation

Source: British Columbia. Education. On-line. Government of British Columbia. 4 November 2002. Available: <http://wwwbcced.gov.bc.ca/irp/sstoc.html>.

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 11A: Northwest Territories/Nunavut Social Studies Curriculum - 2002**

<b>Grade</b>	<b>Subject</b>	<b>National Content</b>	<b>International Content</b>	<b>Regional Content</b>	<b>Provincial Content</b>	<b>Local Content</b>
1	People Around Us					***
2	Our Community					***
3	Other Communities					***
4	Our People Now & Then			***	**	
5	Our Northern Land & Its People	*		***	**	
6	Our Place in the Nation	***			*	
7	The Circumpolar World	*		**		
8	The Changing World		***			
9	The Growth of Canada	***		*		
10	Social Studies 10: Canada in the Modern World	***				
11	Social Studies 20: The Growth of the Global Perspective		***			
12	Social Studies 30: The Contemporary World		***			

Students must complete social studies 10, 20, and 30

NWT follows the same senior high curriculum as Alberta

Source: Northwest Territories. NWT Education, Culture, & Employment. On-line. 1 December 2002. Available: [http://siksik.learnnet.nt.ca/02%20k\\_12/02%20k-12.html](http://siksik.learnnet.nt.ca/02%20k_12/02%20k-12.html)

\* minimal content – ¼ or less of its subject matter focuses on Canada

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\*\*\* significant content – more than half of its subject matter focuses on Canada

## **Appendix B – Canadian Studies Curricula**

**Table 1B: Canadian Studies National Content Curricula - Grades 1-6**

Province		Grade					
		1	2	3	4	5	6
Newfoundland & Labrador				*	*		***
Nova Scotia				***		**	
Prince Edward Island			*	**	***	*	
New Brunswick						***	**
Quebec						*	***
Ontario	Heritage & Citizenship	*	***	*			***
	Canada & World Connections				***	***	**
Manitoba				*		***	***
Saskatchewan				*		***	*
Alberta		*	*	*	*	***	*
British Columbia/Yukon		*	*	*	*	***	*
Northwest Territories/Nunavut						*	***

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 2B: Canadian Studies National Content Curricula: Grades 7-9**

Province		Grade		
		7	8	9
Newfoundland and Labrador		**		*
Nova Scotia		**	**	*
Prince Edward Island	History	***	***	*
	Geography			
New Brunswick		***	*	
Quebec				**
Ontario	History	***	***	***
	Geography	*	*	
Manitoba				***
Saskatchewan		**	**	**
Alberta		*	**	*
British Columbia/Yukon				*
Northwest Territories/Nunavut		*		***

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\*\* partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 3B: Canadian Studies National Content Curricula: Grade Ten**

<b>Province</b>	<b>Subject</b>	<b>National Content Focus</b>
Newfoundland	Canadian History	***
	Canadian Geography	***
Nova Scotia	Geography	
	Geography of Asia	
	Ancient/Medieval History	
	Mi'kmaq Studies	*
Prince Edward Island	Geography of Canada (academic)	***
	Canadian Geography (general)	***
	Ancient & Medieval History (academic)	
	Canadian Studies (general)	***
	Practical Social Studies (practical)	***
New Brunswick	Ancient/Medieval History	
Quebec	Secondary IV	
	History of Quebec & Canada (compulsory)	**
Ontario	Canadian History in the 20 <sup>th</sup> Century (compulsory)	***
	Civics (compulsory)	***
	Native Studies	
Manitoba	North America: A Geographic Perspective (compulsory)	**
Saskatchewan	Social Studies 10	*
	History 10	
	Native Studies 10	*
Alberta	Social Studies: Canada in the Modern World (compulsory)	***
British Columbia/Yukon	Social Studies: Canada: 1815-1914 (compulsory)	***
Northwest Territories/Nunavut	Social Studies: Canada in the Modern World (compulsory)	***

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\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 4B: Canadian Studies National Content Curricula: Grade Eleven**

Province	Subject	National Content Focus
Newfoundland	Canadian Issues	***
	Canadian Economy	***
	Canadian Law	***
	World History	
Nova Scotia	African Canadian Studies	**
	Economics	***
	Geography	***
	Geography of Canada	***
	History – Western Europe	
	20 <sup>th</sup> Century History	
Prince Edward Island	Global Studies (academic)	
	World Geography (general)	
	Modern World Survey (academic)	
	Canadian Law (academic)	***
	Introductory Politics (academic)	***
	Social Studies (practical)	**
	Social Studies (practical)	
New Brunswick	Modern History 111	
	Modern History 112	
	Modern History 113	
	Physical Geography 110	
Quebec	Secondary V- Economic Life	
Ontario	American History	*
	World History	
	Canadian History & Politics	***
	Canadian Law	***
	Canadian Politics & Citizenship	***
	The Individual & the Economy	**
	Geography of Canada	
	Making Economic Choices	
	The Americas	
	20 <sup>th</sup> Century History	
	Physical Geography	

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\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 4B: Canadian Studies National Content Curricula: Grade 11 (cont.)**

Province	Subject	National Content Focus
Manitoba	Canada: A Social & Political History (compulsory)	***
Saskatchewan	Social Studies 20	
	History 20	
	Native Studies 20	
Alberta	Social Studies: The Growth of the Global Perspective (compulsory)	
	Economics for Consumers 20	
	Local and Canadian Geography 20	**
	Political Thinking 20	*
	Comparative Government 20	**
	Contemporary Western Philosophy 20	
	Origins of Western Philosophy 20	
	Personal Philosophy 20	
	General Philosophy 20	
	Western Canadian History 20	*
	Canadian History 20	***
	Religious Meanings 20	
	Religious Ethics 20	
	General Sociology 20	
	Sociological Institutions 20	
British Columbia/Yukon	Canada in the 20 <sup>th</sup> Century (compulsory)	**
Northwest Territories/Nunavut	The Growth of the Global Perspective (compulsory)	

\* minimal content – ¼ or less of its subject matter focuses on Canada

\*\*partial content – more than a ¼ but less than or equivalent to half of its subject matter focuses on Canada

\*\*\* significant content – more than half of its subject matter focuses on Canada



**Table 5B: Canadian Studies National Content Curricula: Grade 12**

Province	Subject	National Content Focus
Newfoundland	Canadian Issues	***
	Canadian Economy	***
	Canadian Law	***
	World History	
Nova Scotia	Economics	*
	Geography	*
	Global Geography	
	Global History	
	North American/Canadian History	***
	Law	***
	Political Science	***
	Sociology	***
	Canadian History	***
Prince Edward Island	Mi'kmaq Studies	
	Introductory Economics	**
	Global Issues	
	Canadian History	**
	P.E.I. History	
	World Survey	
	Modern World Issues	
New Brunswick	Advanced Political Studies	**
	Canadian Geography	***
	Canadian History	***
	Canadian History	***
	Economics	***
	Political Science	**
	World Issues	
Quebec	Native Studies	**

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\*\*\* significant content – more than half of its subject matter focuses on Canada

**Table 5B: Canadian Studies National Content Curricula: Grade 12 (cont'd)**

Province	Subject	National Content Focus
Ontario	Economic Choices	
	Canadian & World Issues	***
	World Geography	
	Environment & Resource Management	
	Canada: History, Identity, Culture	***
	World History	
	Adventures in World History	
	Canadian & International Law	***
Manitoba	Canada & World Politics	***
	Western Civilization	
	Western Geography	
Saskatchewan	World Issues	
	Social Studies 30	***
	History 30	***
	Native Studies 30	***
Alberta	Law 30	**
	Social Studies 30 (compulsory)	
	Experimental Psychology	
	World Religions	
	International Politics	
	Applied Sociology	
	Philosophies of Man	
	Western World History	
	World Geography	
	Microeconomics	
British Columbia/Yukon	Cultural & Physical Anthropology	
	Law 12	***
	History 12	
	Geography 12	
NWT/Nunavut	BC First Nations 12	*
	Same as Alberta	

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